DOCUMENT RESUME

ED 153 523 HE 009 820

AUTHOR Mezirow, Jack; Rose, Amy D.
TITLE An Evaluation Guide for College Women's Re-entry Programs.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 263p.; Charts may reproduce poorly due to print quality
AVAILABLE FROM Columbia University, Center for Adult Education, New York, New York 10027

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS Academic Education; *Adult Education; *Community Colleges; Counseling Services; Data Collection; *Evaluation Criteria; Females; *Guides; Higher Education; Program Evaluation; *Questionnaires; Referral; Vocational Education; *Womens Education
IDENTIFIERS *Reentry Programs

ABSTRACT

Since 1970, over 300 community colleges have established re-entry programs designed especially for women who are either continuing their education or entering the job market after an extended hiatus. Re-entry programs vary in scope and in the nature of services provided, with some offering specific skills on vocational training, and others providing classes and other services to a degree. This publication provides a strategy for evaluating systematically how effectively these programs operate. Steps in evaluating are outlined and questionnaires that may be used selectively to study particular functions relevant to particular programs are provided. The following questionnaires are included: (1) adminstrative staff questionnaire; (2) advisory board questionnaire; (3) alumnae questionnaire; (4) college officers' questionnaire; (5) community agency questionnaire; (6) program director questionnaire; (7) student questionnaires; and (8) teacher questionnaire. Guidelines for analyzing the data collected are provided including sample charts for tabulating responses. The appendices contain a glossary and a program data inventory form. (SPG)

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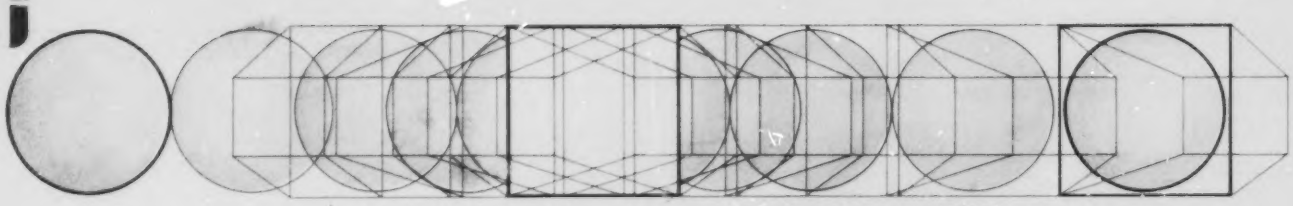

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An Evaluation Guide for College Women's Re-entry Programs

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HE 009820

An Evaluation Guide

for

COLLEGE WOMEN'S RE-ENTRY PROGRAMS

Step-by-step instructions including questionnaires and other forms needed for evaluation

Jack Mezirow
Amy D. Rose
with the collaboration of
Sheila Bohun and Victoria Marsick

The work presented herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S.O.E. and no official endorsement by the U.S. O. E. should be inferred.

CENTER FOR ADULT EDUCATION
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New York, New York 10027
1978

ACKNOWLEDGEMENTS

Louise Donals participated in the administration of our field test at DeAnza Community College. Virginia Lockhart and her staff at DeAnza, Harriet Lefkowith and her staff at Bergen Community College, Barbara Spencer at Pace University, and Margaret Anderson and her staff at Rockland Community College all provided professional guidance and cooperation in permitting us to field test the Guide. Donald Vander Wyde, Donal Higgins, Mary Anne Walsh, Cathleen Allen collaborated in the development of the Guide. Martha Keehn was our editor. Susan Benner, Shirley Dunlap, Hazel Westney, and Sandra Furton helped prepare the manuscript. Quincy Eggington designed the cover. We are grateful to all of them.

EVALUATING WOMEN'S RE-ENTRY PROGRAMS

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I

INTRODUCTION

Women have been going back to school in unprecedented numbers during the last several years. This trend constitutes one of the most significant movements in higher and adult education in the past decade.

Many of these women have simply enrolled in college programs of their choice; others, whose goals may be less clear, come to the campuses seeking help in finding direction in their lives. For many women this return to an organized educational program is painful. They are driven by a dawning consciousness of the limitations placed on them by traditional sex roles if they would realize their full potential. At the same time thay are overwhelmed, often, by doubts about their ability to function in an unfamiliar and demanding world outside the home and community. These are women in transition; and they are women with special problems.

The developmental process through which they are working involves a transformation in perspective. This requires that they come to see more clearly the scripts they have been following—often culturally prescribed—and the alternatives that are open to them. This perspective transformation is often necessary before they can move on systematically to assess options, decide on a course of action, and prepare for new jobs, careers, and—sometimes—lifestyles.

Colleges and universities have responded to these special needs of women. For the first time higher education has mobilized resources into a distinctive program to assist adults who are in a period of transition to undertake purposive self-examination, explore new directions, and formulate new life plans.

Since 1970, over 300 community colleges have established "re-entry programs." These programs are designed especially for women who are either continuing their education or entering the job market after an extended hiatus. They are designed to foster a transformation in the way women see themselves

and their relationships and to assist them in making plans for change. Many provide practical help to prepare women for new occupational roles. For women, these programs provide a protected and supportive staging area in which to gain confidence in an academic role as a needed first step toward assuming other new roles — educational, career, interpersonal.

Re-entry programs vary in scope and in the nature of services provided. Some are primarily counseling and referral services, perhaps with a series of public presentations or short workshops on women's issues; a few offer specific skills on vocational training; others provide classes and other services leading to a degree. Most of these programs foster self-confidence in a number of ways: through counseling by professionals and by other women in the program; through organized group support; and by a program ideology that stresses self-help and assuming responsibility for one's life. Classes emphasize self-exploration, sharing personal experiences, modeling by instructors and other successful women who have "begun again," exploring options in careers and life styles, and planning a course of personal action.

Curricula involve courses for the convenience of women. Some programs encourage cohorts to enter a sequence of classes designed especially for them before moving into a regular college program. Admission requirements may be reduced and simplified, especially for women returning through the program. Class assignments tend to recognize the strong fear of failure and embarrassment that re-entry women must often overcome before they can fulfill their impressive academic potential.

Remedial instruction is sometimes made available through the programs not only in academic skill areas but also in assertiveness, risk-taking or decision making, and interpersonal relationships. Child care, often coordinated with parent education, is commonly provided as an essential service. Some colleges make job placement services available as well.

The following guide is the result of two years of research by the Center for Adult Education. The initial phase of this study involved the use of participant observation, informal and structured interviews and documentation review at 12 programs throughout the country. In addition, administrative case studies were compiled of twenty-one other community college programs. Based on this data, we have formulated a normative description as the basis for identifying key decision-making areas. From this benchmark analysis specific guidelines for program evaluation were devised.

EVALUATING YOUR PROGRAM

Because women's re-entry programs have only recently been introduced as a distinctive educational program, and because characteristically they function with small staffs and limited resources, little has been done thus far to evaluate systematically how effectively these programs operate. This publication is designed to assist in this task.

The strategy suggested here will be effective in evaluating any of the wide variety of types of re-entry programs and the questionnaires in Section III may be used selectively to study particular functions relevant to particular programs. You can simply select those aspects of your re-entry program for which an evaluation seems desirable, given its scope and need, and use the appropriate instruments provided. Adapt the wording if it does not seem right for your unique program.

The purpose of this type of evaluation is to identify those factors that are impeding or facilitating a program. It is hoped that the results will be used to take practical action that will ultimately improve the program.

Why Look At People's Expectations?

The basic assumption behind the "perspective discrepancy assessment" approach to program evaluation — which is described here — is that an educational process can be understood well only by examining how those involved perceive it and themselves in relationship to it. By coming to see the process through the eyes of those who are interacting to make it happen, it becomes possible to understand not only what is happening, but why. Corrective action can then be taken to improve program quality; successes can be replicated and failures avoided in the future.

The strategy is to identify discrepancies in expectations about the program. These discrepancies may be found in a number of places:

- Within groups of students, program staff, and others involved in the program;
- Among the groups of students, program staff, and others who must work together to make the program work;
- Between expectations about the program on the part of students and others, intended practice and current practice (as this is reported and observed).

Expectations are established by asking those involved in the program how it should be working, given present constraints of budget, staff, and student characteristics. What relative priorities, degrees of emphasis, and allocation of responsibility should pertain in each of the program decision-making areas?

Discrepancies may signal real or potential problems. Analyzing these discrepancies may reveal areas where staff development is needed, or where the program should be revised. The instruments may be administered again later to see what progress has been made in resolving specific discrepancies revealed in the earlier evaluation. Thus, the evaluation should serve two purposes: it will provide useful feedback for immediate program improvement, and it will also, by replication, provide a measure of program progress.

Eight Groups That Will Have Opinions

Section III contains sample questionnaires for establishing both expectations (or "intended practice") and current practice in each of the areas of program decision making. In addition, information is sought about student characteristics and objectives.

Separate questionnaires have been provided for each of the following groups:

1. Administrative staff
2. Advisory Board members
3. Alumnae
4. College officers
5. Community agency representative
6. Counselors
7. Students (women participants)
8. Teachers

The director of the program may provide background data on the program by completing a Program Data Inventory (Appendix B). She will also indicate current practice in each of the decision-making areas. Wording of the administrative staff may have to be changed to include volunteer aides.

Functions Under Scrutiny

The Center for Adult Education has identified a number of areas of decision making in women's re-rentry programs. Any or all of these may be included in a program evaluation. The content of the questionnaires for each group of respondents is derived from the following decision making areas:

A. Goals: Program goals, women's goals, program success, recruitment

B. Organization and Administration: Procedures, funding and budgeting, staffing and staff duties, in-service education, follow-up, evaluation, community liaison

C. Support Services: Counseling, orientation, testing, child care, women's center, resource library, self-help groups and clubs, public events

D. Curriculum and Instruction: Number of courses, sequencing, credit, instructional methods

E. Personal Background Data

STEPS IN EVALUATING

Evaluation can be a time-consuming and expensive proposition. It is therefore important to carefully consider the goals of the evaluation effort. The following steps will be helpful in carrying out your evaluation and in organizing your efforts in order to avoid wasted effort.

Before you Begin:

1. At every stage of your evaluation, you will find it helpful to have an advisory committee selected from among your staff and students. They can be helpful not only in helping you plan your evaluation, but also in administering it, and later, in implementing the changes that seem indicated. The students, especially, will find it a usefully learning experience which can add an extra dimension to their Re-entry Program.

2. Decide whether you will administer the evaluation yourself or whether you will call on the services of an outside professional evaluator. No special technical skill or expertise in statistical analysis is required, but you may find that you do not have the time to spare. Unless the program is unusually large, a computer is not necessary. When the use of a computer does seem desirable, data processing personnel can help the evaluator modify questionnaire or interview schedules.

3. Discuss the idea of evaluation with all those who will be involved. Make it clear that you are hoping to compare group expectations with each other and with perceptions of current practice. You are not testing anyone's knowledge or performance. Allay the fears that normally exist when people are about to be evaluated. (The students may be especially apprehensive.)

4. Plan to experiment with the evaluation on a small scale. Try it out first using only a limited number of respondent groups. Then you can add other groups later if you choose. This way you will be less likely to be overwhelmed by the data until you have worked out a system for tabulating and comparing results.

5. Review the guide carefully. Decide which of the program functions or decision-making areas (see page 4) you want to include in this evaluation.

6. Review the appropriate questionnaires. Do certain items need to be modified to fit the needs of your program? Do certain items need to be deleted and others added?

7. Have a clear idea about how you want to use the results of this evaluation. In what areas can realistic changes be made? Are results needed to strengthen the program's existence within the college? Who is going to see the results of the evaluation.

At this point, you will hopefully have a good idea about the kind of effort that you want to undertake and what you are trying to accomplish. The next step is to design your questionnaires.

How to Adapt the Questionnaires:

1. Examine your program offerings and administration.

2. Use this knowledge of the program and of your own time constraints to decide what areas would be best for initial investigation, e.g., goals and instruction.

3. Once you have decided upon the areas to be evaluated, consider which groups would be most likely to aid you in evaluating these areas, e.g., you, teachers, students.

4. Keep in mind what groups are directly involved in area — whether counseling courses, community liaison. Also what would be feasible. Although it may be interesting to know alumnae reactions, a mailed questionnaire may not be the best approach given limitations in time and money.

5. After you have decided on categories and relevant groups, go through the questions one at a time. Decide which questions you wish to include what the correct wording should be, and whether you want to add any questions that may not have been included in the guide.

6. In choosing questions, refer to the "Cross-Index" (p. 197) in order to design parrallel questionnaires.

Conducting the Evaluation:

1. Before administering the questionnaires to any group go over the general instructions on page 13.

2. Administer Student Questionnaire #1 to the students at the beginning of either the program or a specific course. It will give you some background information and will establish what the students' expectations are.

3. Distribute the other questionnaires and, using whatever assistance you have decided is necessary, conduct the interviews you have determined desirable.

4. At the end of the program or course, divide the students into two groups. Give half of them the Intended Practice form (Student Questionnaire #2A) and the other half the Current Practice form (Student Questionnaire #2B). If you follow this plan, you will have not only your own perspective on program operations, but also those of the women participants.

5. You may wish to administer the Alumnae Questionnaire to a sample of graduates from each year (or section) of the program, or to interview a smaller sample.

Possible Questions Concerning the Evaluation:

1. What can be done about a low response rate?

   a. A cover letter from a high college administrator, such as the president can symbolize institutional endorsement of the evaluation effort and may increase responses among such groups as the college trustees.

   b. When possible, questionnaires should be completed at a set time. Giving out forms to be completed at a later time will lower the response rate.

   c. Send follow-up letters to non-respondents and perhaps a follow-up telephone call.

2. What can be done about discrepancies in expectations?

   Often staff discussions about disagreements and misunderstandings will go along way toward eliminating discrepancies. We have found it helpful to hold discussion groups upon completion of the questionnaires. Responses to questions have initiated new ways of thinking about the program and new ideas about improving it. This discussion should be held directly after the evaluation forms have been completed, while reactions are still fresh in people's mind.

   Not all discrepancies are bad. It is important however, to understand why they exist and whether they signify a real misunderstanding of program goals and commitments.

3. How can we use this evaluation to prove the necessity of having such a program to college officers?

   Include members of the college administration and the board of trustees in your evaluation. Tell them why you are undertaking an evaluation and how you are organizing the effort. This will give you an opportunity to find out how the program is perceived by these administrators. It will also provide a chance for the administrators to begin to think about some of the issues concerning a re-entry program that may not have occurred to them before.

4. What kind of evaluation can be done with little time or money?

   Limit yourself to what can be accomplished. If no staff-time is available to develop the questionnaires, perhaps a student (either in the program or in the case of non-credit programs not presently in the program) might wish to design the questionnaires as a credit project. If the evaluation is to be meaningful, it is important to spend time on the wording and the content of the questions. This is the most important part of the evaluation effort.

III

THE QUESTIONNAIRES

The questionnaires that follow may be used discrimately. They have been tested in actual programs and have proved useful. However, it is strongly recommended that they be reviewed item by item and freely to local program circumstance. Particular questions may be deleted, or rephrased. Additional questions may be added. In some smaller programs, it may be preferable to ask some of these questions by interview rather than by questionnaire. If this is done, some — those that call for multiple answers — need to be read by respondents.

Most of the questionnaires consist of two parts: those questions considered essential to an understanding of the functioning of the program; and a smaller group of supplemental questions found to be of special interest. Read through the supplemental questions and decide whether or not you wish to use them as well. The following questionnaires are included in this guide:

Administrative Staff Questionnaire (Plus Questionnaire Supplement)
This would include nonsecretarial professional personnel such as librarian, assistant director, etc.

Advisory Board Questionnaire (Plus Questionnaire Supplement)
If there is an advisory board, the members should fill out this form.

Alumnae Questionnaire
Should be sent by mail, or else you may choose to interview selected alumnae randomly.

College Officers' Questionnaire (Plus Questionnaire Supplement)
This questionnaire should be given to officers such as the dean, president, members of the board of trustees, etc., who are responsible for, or in touch with the program in some capacity.

Community Agency Questionnaire (Plus Questionnaire Supplement)
This should be filled out by representatives of agencies that work closely with the program, and whose perspective would be of value in assessing program impact.

Counselor Questionnaire (Plus Questionnaire Supplement)

Program Director Questionnaire (Plus Questionnaire Supplement)

Student Questionnaire #1
To be filled out at the beginning of a course, term, workshop, etc.

Student Questionnaire #2A —Current Practice (Plus Questionnaire Supplement)
This form should be administered at the end of the term, course, workshop, etc.

Student Questionnaire #2B—Intended Practice

This form should be administered at the end of the term, course, workshop, etc. This questionnaire and Student Questionnaire #2A should be administered at the same time; one half of the group receiving Student Questionnaire #2A while the other half receives Student Questionnaire #2B.

Teacher Questionnaire (Plus Questionnaire Supplement)

The Appendix includes the Data Program Inventory. This inventory will be of value when the evaluation is being conducted by an outside person or group, who may not know much about the program. An internal evaluator, however, should be concerned with the information elicited on this form, although she/he may not wish to incorporate it formally into a questionnaire.

How to Administer These Questionnaires

1. Inform the students or other respondents that a study is being conducted to help improve the program. They themselves are not being evaluated, nor are they being asked to evaluate the teacher or the staff. They are simply being asked to share their opinions by completing the questionnaire. The questionnaire is anonymous; they do not have to sign their names. They are, however, asked to provide their birthdate so that their "pre-" and "post-" responses can be matched. All information in the study will be consolidated and reported as a whole. No student, teacher, or any other individual will be identified in any report resulting from the study.

2. Distribute questionnaires and the General Instructions Sheet (page 13) If you are administering student questionnaires do not administer during a class meeting at which there is extraordinarily poor attendance.

3. If necessary, read the questionnaire aloud. Help the respondents understand how to mark their responses to questions requiring them to assign a rank order to their answers.

4. Assist anyone who has difficulty completing the questionnaire, making a special effort to help the confidentiality of the responses.

5. Collect the completed questionnaires in an envelope. Return the sealed envelope containing the completed questionnaires to the evaluator.

Thank you for your help in making this important professional contribution to the improvement of your Re-entry Program.

GENERAL INSTRUCTIONS

Some questions ask what you think should be happening in the Re-entry Program. In these questions we are asking for your opinion about what ought to be going on if the program were operating the way it should, given all its present funding, personnel, organizational, and other constraints. We are not asking you what ought to be going on in a hypothetically ideal situation in which such real limitations do not exist.

Please do not discuss the questions with your colleagues until after you have completed the questionnaires. Feel free to write your responses in your own words if the forced choice options do not fit your situation.

Your willingness to contribute your experience and ideas is much appreciated. It will help assure a continually improving Re-entry Program.

Sample Questions Answered

1. CHECKMARKS: Place a checkmark on the line next to the appropriate answer. Unless otherwise specified, make a checkmark in one space only.

   Are you employed full-time or part-time in the Women's Re-entry Program?

   a. Part-time ✓
   b. Full-time

2. RATING SCALES: Circle the appropriate number on the scale.

   How important to you is it that teachers help you with personal and/or vocational problems?

   Not important — Very Important
   5 4 3 (2) 1

In this case the respondent said that it was important to her that teachers help with personal and/or vocational problems.

3. RANK ORDERING: What should be the characteristics of the population the Re-entry Program is trying to reach, given its present direction? Select THREE of the characteristics listed below, and rank them according to their importance by writing the number 1 next to the most important, number 2 next to the second most important, and 3 next to the third most important.

   a. Welfare recipients — 3
   b. Unemployed working women
   c. Employed women
   d. Working-class women — 2
   e. Middle class women
   f. Divorced/Widowed women
   g. Women age 55 and over
   h. Minority group (Specify): BLACK — 1
   i. Other (Specify): _____
   j. No special population characteristics

In this case the respondent has indicated that the most important group to be recruited should be black women, the second most important group should be working-class women and the third most important group should be welfare recipients.

GOALS

1. Of the goals listed below, select the THREE that you think are most important to the Women's Re-entry Program and the THREE that you think should be most important.

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize college community to needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activites

j. Other (Specify): _____

_____

	Current Practice	Your Opinion
First priority goal	____	____
Second priority goal	____	____
Third priority goal	____	____

2. To what extent do you believe that (a) the program director and (b) students would agree with your ranking of program goals?

(Circle the appropriate number.)

	Little or no Agreement				Close Agreement
a. Program director	5	4	3	2	1
b. Students	5	4	3	2	1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE should be considered most important to this program as it is presently constituted?

Indicate your choices by writing in the appropriate letter (a-j) in the space below.

a. Needs of adult women regularly enrolled in the college

b. Constraints imposed by funding source

c. Expectations of women served by the Re-entry Program

d. Community needs

e. Cooperation with the college faculty

f. Ideology of director or founder of program

g. Institutional commitment

h. Advice of Advisory Committee

i. Location of program in college organizational structure

j. Limitations imposed by existing programs and resources within the college

	Ranking of Influential Factors
Most influential factor	____
Second most influential factor	____
Third most influential factor	____

4. Based on your experience, what are the average woman's personal objectives when she first enters the Women's Re-entry Program? What are they when she leaves?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

Women's Objectives

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Upon Entrance	Upon Completion
Most important objective	____	____
Second most important objective	____	____
Third most important objective	____	____

5. Indicate to what extent you think the Women's Re-entry Program influences the way the average woman feels about each of the following categories.

(Circle the appropriate number.)

	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

6. As it now operates, do you think the program <u>should</u> be trying to recruit a special population of women?

Yes _____ No _____

6 A. If <u>Yes</u>, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

7. Given the present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

8. Who should have principal responsibility for decisions in the program?

Indicate for those areas that appear below, the number of the person or group that should have principal responsibility for that particular area in the appropriate space.

1. Director
2. Teacher
3. Counselor
4. Administrative Staff
5. Supervising Dean
6. Other (Specify below)

	# of Person or Group with Principal Responsibility
a. Recruitment	_____
b. Curriculum development	_____
c. Instructional methods	_____
d. Counseling	_____
e. Community liaison	_____
f. Support services (e.g., child care)	_____
g. Development of program goals	_____

9. Given the Women's Re-entry Program as it is presently operating, to what extent should one expect to find student participation in each of the following activities?

(Circle the appropriate number.)

	No Participation				Much Participation
a. Evaluating their own performance	5	4	3	2	1
b. Teacher evaluation	5	4	3	2	1
c. Course evaluation	5	4	3	2	1
d. Program evaluation	5	4	3	2	1
e. Planning individual course content	5	4	3	2	1
f. Developing teaching materials	5	4	3	2	1
g. Program planning	5	4	3	2	1
h. Recruitment	5	4	3	2	1
i. Other (Specify): _____	5	4	3	2	1

_____

10. Approximately how many times during the past academic year did you meet professionally with the director?

a. In an individual conference _____

b. With other staff members _____

11. We are interested in your feelings concerning administratve/supervisory aspects of the Women's Re-entry Program. Please indicate the extent to which you agree or disagree with the following statements.

(Circle the appropriate number.)

	Strongly Disagree				Strongly Agree
a. The director is aware of most important problems of the staff	5	4	3	2	1
b. The director gives adequate feedback on how I am doing in my job	5	4	3	2	1
c. I get adequate help with problems from the director	5	4	3	2	1
d. I have a great deal of autonomy in my job	5	4	3	2	1
e. The director does a good job of supplying the necessary support	5	4	3	2	1
f. There is adequate in-service education for staff in the program	5	4	3	2	1
g. The Re-entry Program receives strong support from the college administration	5	4	3	2	1

12. Place a checkmark next to each topic in which you participated and which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

Topics	Topics Covered	Priority Needs
a. Program orientation: objectives, procedures, current developments, plans, reports	_____	_____
b. Differences in teaching men and women	_____	_____
c. Philosophy of adult education	_____	_____
d. Understanding the student population (e.g., ethnic group differences)	_____	_____
e. Methods of instruction	_____	_____
f. Diagnosis of student needs	_____	_____
g. Counseling students	_____	_____
h. Philosophy of women's movement	_____	_____
i. Other (Specify): _____	_____	_____

_____

13. Indicate the relative importance which <u>should</u> be assigned each of the following factors, given the program as it is presently operating.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Transporation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

13 A. List those items in question #13 that are not but should be available to women in the program.

_____

_____

_____

14. Indicate the relative importance which <u>should</u> be assigned each of the following services, given the program as it is presently operating.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude, interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

14 A. List those services in question #14 that are not but should be available to women.

_____

_____

_____

15. All things considered, how satisfied are you with your present position in the Women's Re-entry Program?

a. Very satisfied _____

b. Moderately satisfied _____

c. Dissatisfied _____

ADMINISTRATIVE STAFF
Supplement

1 S. Given the program as it is presently operating, on the average, how much emphasis should be placed on the development of liaison with each of the following groups?

(Circle the appropriate number.)

	Little or no Emphasis				Great Emphasis
a. Business	5	4	3	2	1
b. Other women's groups	5	4	3	2	1
c. Women's programs in other colleges	5	4	3	2	1
d. Community adult education programs	5	4	3	2	1
e. Social welfare agencies	5	4	3	2	1
f. Employment agencies	5	4	3	2	1
g. Political groups	5	4	3	2	1
h. Religious institutions	5	4	3	2	1
i. Ethnic/Racial groups	5	4	3	2	1
j. Other colleges and universities	5	4	3	2	1
k. Civic groups	5	4	3	2	1
l. Unions	5	4	3	2	1
m. Other (Specify): _____	5	4	3	2	1

_____

ADMINISTRATIVE STAFF
Supplement

2 S. What is your sex? Female _____ Male _____

3 S. How old are you? _____

4 S. Are you:

a. White ____

b. Black ____

c. Oriental ____

d. Hispanic ____

e. American Indian ____

f. Other (Specify): _____ ____

5 S. My educational background is:

a. High school diploma ____

b. A.A. ____

c. B.A. ____

d. M.A., specialization in _____ ____

e. Doctorate, specialization in _____ ____

6 S. Are you employed full-time or part-time in the Women's Re-entry Program?

a. Part-time ____

b. Full-time ____

ADMINISTRATIVE STAFF
Supplement

7 S. If part-time, are you:

a. Employed full-time elsewhere ____

b. Employed part-time elsewhere ____

c. No other current employment ____

d. Student ____

8 S. Give the approximate percentage of time you spend on the following:

a. Administration ____%

b. Counseling ____

c. Teaching ____

d. Liaison with college and/or community ____

e. Other (Specify): _____ ____

_____

9 S. What is your official title? _____

10 S. To what extent are you personally involved with the women's movement.

(Circle the appropriate number.)

No Involvement				Great Involvement
5	4	3	2	1

Thank you very much for your cooperation.

_____
College

_____
Date

GOALS

1. Of the goals listed below, which THREE do you think <u>are</u> most important to the Women's Re-entry Program?

   Indicate your choices by writing in the appropriate letter (c-j) in the spaces below.

   a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

   b. Foster self-confidence, self-exploration, and decision making

   c. Foster understanding of the relationship between personal problems and women's issues

   d. Prepare women for jobs or careers

   e. Help women secure diploma, degree, or certificate

   f. Prepare women for further education

   g. Sensitize the college community to the needs of women

   h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

   i. Increase effective participation in community activities

   j. Other (Specify): _____

   _____

	Ranking	
First priority goal	____	____
Second priority goal	____	____
Third priority goal	____	____

2. To what extent do you believe that the director would agree with your ranking of program goals?

   (Circle the appropriate number.)

Little or no Agreement			Close Agreement	
5	4	3	2	1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE should be considered most important to this program as it is currently constituted?

Indicate your choices by writing in the appropriate letter (a-j) in the space below.

a. Needs of adult women regularly enrolled in the college

b. Constraints imposed by funding source

c. Expectations of women served by the Re-entry Program

d. Community needs

e. Cooperation with the college faculty

f. Ideology of director or founder of program

g. Institutional commitment

h. Advice of Advisory Committee

i. Location of program in college organizational structure

j. Limitations imposed by existing programs and resources within the college

	Ranking of Influential Factors	
Most influential factor	____	____
Second most influential factor	____	____
Third most influential factor	____	____

4. As it now operates, do you think the program should be trying to recruit a special population of women?

Yes _____ No _____

4 A. If Yes, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

5. Given the present program constraints, how successful do you think the Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

6. Who should have principal responsibility for decisions in the program?

Indicate for those areas that appear below, the number of the person or group that should have principal responsibility for that particular area in the appropriate space.

1. Director
2. Teacher
3. Counselor
4. Administrative Staff
5. Supervising Dean/Administrator
6. President of College
7. Board of Trustees
8. Advisory Board
9. Women in the Program
10. No one
11. Other (Specify below)

	# of Person or Group with Principal Responsibility
a. Recruitment	_____
b. Curriculum development	_____
c. Instructional methods	_____
d. Counseling	_____
e. Community liaison	_____
f. Support services (e.g., child care)	_____
g. Development of program goals	_____

7. How much influence <u>should</u> each of the following criteria have on the selection of teachers and counselors?

(Circle the appropriate number.)

	Selection of Teachers					Selection of Counselors				
	Little or no Influence				Great Influence	Little or no Influence				Great Influence
a. Regular college faculty member	5	4	3	2	1	5	4	3	2	1
b. Experience teaching adults	5	4	3	2	1	5	4	3	2	1
c. Experience in counseling	5	4	3	2	1	5	4	3	2	1
d. Personality traits	5	4	3	2	1	5	4	3	2	1
e. Returning woman herself	5	4	3	2	1	5	4	3	2	1
f. Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g. Educational background	5	4	3	2	1	5	4	3	2	1
h. Other (Specify): _____	5	4	3	2	1	5	4	3	2	1
_____										

8. Indicate to what extent the members of the Advisory Board are involved in each of the following areas.

(Circle the appropriate number.)

	Little or no Involvement				Great Involvement
a. Community liaison	5	4	3	2	1
b. Recruitment of prospective participants	5	4	3	2	1
c. Recruitment of teachers/counselors	5	4	3	2	1
d. Program development	5	4	3	2	1
e. Liaison with college administration	5	4	3	2	1
f. Administrative decisions	5	4	3	2	1
g. Fund-raising	5	4	3	2	1
h. Other (Specify): _____	5	4	3	2	1

_____

ADVISORY BOARD
Supplement

1 S. The director is directly responsible to: (Check one.)

a. College President ____

b. College Vice President ____

c. Supervising Dean or Director (Specify): _____ ____

_____

d. Chairperson of an academic department (Specify): _____ ____

_____

e. Other (Specify): _____ ____

_____

2 S. What is the percentage of Women's Re-entry Program funds coming from the following sources:

	Percentage
a. College funds	____%
b. State funds (e.g., average daily attendance formula, etc.)	____
c. Federal and state grant funds	____
d. Other state funds	____
e. Community government funds	____
f. Private grants	____
g. Self-support from fees	____
h. Other (Specify): _____	____
_____	
Total	100%

ADVISORY BOARD
Supplement

2 S A. How important is it that the Re-entry Program be fully funded by the college out of its regular budget?

(Circle the appropriate number.)

Not Important				Very Important
5	4	3	2	1

3 S. Is funding for the Women's Re-entry Program assured for the next academic year?

Yes _____ No _____ Uncertain _____

4 S A. Is funding for the Women's Re-entry Program assured for the following year?

Yes _____ No _____ Uncertain _____

5 S. Does the director have sufficient autonomy in dispensing funds allocated to the Re-entry Program?

Yes _____ No _____

6 S. Given the Women's Re-entry Program as it is presently operating, on the average, how much emphasis should be placed on development of liaison with the following groups?

(Circle the appropriate number.)

	No or little Emphasis				Great Emphasis
a. Business	5	4	3	2	1
b. Other women's groups	5	4	3	2	1
c. Women's programs in other colleges	5	4	3	2	1
d. Community adult education programs	5	4	3	2	1
e. Social welfare agencies	5	4	3	2	1
f. Employment agencies	5	4	3	2	1
g. Political groups	5	4	3	2	1
h. Religious institutions	5	4	3	2	1
i. Ethnic/Racial groups	5	4	3	2	1
j. Other colleges and universities	5	4	3	2	1
k. Civic groups	5	4	3	2	1
l. Unions	5	4	3	2	1
m. Other (Specify): _____	5	4	3	2	1

_____

ADVISORY BOARD
Supplement

7 S. How many times during the past academic year did the Advisory Board meet?

Number or times: _____

8 S. With what agency are you affiliated? _____

9 S. What is your position? _____

10 S. What is your sex? Female _____ Male _____

11 S. To what extent are you involved with the Women's movement?

(Circle the appropriate number.)

No Involvement				Great Involvement
5	4	3	2	1

GOALS

1. Of the goals listed below, which THREE do you think <u>are</u> most important to the Women's Re-entry Program?

   Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

   a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

   b. Foster self-confidence, self-exploration, and decision making

   c. Foster understanding of the relationship between personal probiems and women's issues

   d. Prepare women for jobs or careers

   e. Help women secure diploma, degree, or certificate

   f. Prepare women for further education

   g. Sensitize the college community to the needs of women

   h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

   i. Increase effective participation in community activities

   j. Other (Specify): _____

   _____

	Ranking
First priority goal	____
Second priority goal	____
Third priority goal	____

2. Listed below are several possible objectives for women who are entering or leaving the Women's Re-entry Program. What were the THREE most important objectives for you when you entered the program? What were they when you left?

Indicate your choices by writing the appropriate letter (a-j) in the spaces below.

Women's Objectives

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Upon Entrance	Upon Completion
Most important objective	____	____
Second most important objective	____	____
Third most important objective	____	____

2 A. List below the THREE objectives that you indicated on the previous page as most important to you upon entering the program. Indicate your degree of satisfaction with the progress you made in achieving these objectives.

(Circle the appropriate number.)

	Little or no Satisfaction				Great Satisfaction
a. _____	5	4	3	2	1
b. _____	5	4	3	2	1
c. _____	5	4	3	2	1

3. Indicate to what extent you agree with each of the following statements. (Circle the appropriate number)

	Strongly Disagree				Strongly Agree
a. I know what I want to do with my life	5	4	3	2	1
b. I feel in control of my life	5	4	3	2	1
c. I accept the traditional roles of women	5	4	3	2	1
d. I am self-confident	5	4	3	2	1
e. I have a strong concept of who I am	5	4	3	2	1

3 A. Indicate to what extent participation in the Women's Re-entry Program has influenced the way you view yourself with respect to each of the following categories.

(Circle the appropriate number)

	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

4. Given present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number)

Not Successful				Very Successful
5	4	3	2	1

5. Indicate below how important the provision of each of the following items was to you. (Circle the appropriate number)

	Little Importance				Great Importance
a. Transportation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

5 A. List those items in question #5 that are not but should be available to women in the Re-entry Program.

_____

_____

_____

_____

_____

_____

_____

6. Indicate below how important the provision of each of the following services was to you. (Circle the appropriate number)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude and interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/ support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

6 A. List those services in question #6 that are not but should be available to women in the Re-entry Program.

_____

_____

_____

_____

_____

_____

7. Based on your experience in the Women's Re-entry Program, do you think that counseling should be required for women who take classes?

Yes _____ No _____

8. Did you use the available counseling services while you were participating in the Re-entry Program?

Yes _____ No _____

A. If Yes, to what extent did these services satisfy your needs? (Circle the appropriate number)

Little or no Satisfaction				Great Satisfaction
5	4	3	2	1

9. Did you take any tests (e.g., interest, achievement) while participating in the Women's Re-entry Program?

Yes _____ No _____

B. If Yes, indicate in the Test Taken column which of the following kinds of tests you have taken, and indicate in the Useful column how useful each was to you.

(Circle the appropriate number.)

	Test Taken	Not Useful				Very Useful
a. Aptitude	____	5	4	3	2	1
b. Interest	____	5	4	3	2	1
c. Vocational preference	____	5	4	3	2	1
d. Personality	____	5	4	3	2	1
e. Achievement	____	5	4	3	2	1
f. Other (Specify): _____	____	5	4	3	2	1

_____

10. To what extent did each of the following factors interfere with teaching and learning in Re-entry Program classes?

(Circle the appropriate number)

	Little or no Interference			Great Interference		Not Relevant
a. Irregular attendance	5	4	3	2	1	NR
b. Students other than Re-entry women in classes	5	4	3	2	1	NR
c. Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d. Short length of course	5	4	3	2	1	NR
e. Lack of group cohesion	5	4	3	2	1	NR
f. Lack of adequate support services	5	4	3	2	1	NR
g. Outside commitments of women	5	4	3	2	1	NR
h. Inappropriate teaching methods	5	4	3	2	1	NR
i. Lack of appropriate materials	5	4	3	2	1	NR
j. Other (Specify): _____						
_____	5	4	3	2	1	NR

11. When did you first participate in the Re-entry Program? (State month and year) _____

12. When did you leave the Re-entry Program? (State month and year) _____

13. Why did you leave the Women's Re-entry Program?

a. Completed the program or accomplished objectives ____

b. Dropped out for personal reasons ____

c. Dropped out for financial reasons ____

d. Other (Specify): _____ ____

_____

14. Were you contacted by anyone from the Women's Re-entry Program after you left?

Yes _____ No _____

14 A. If Yes,

a. Who contacted you? (e.g., counselor, director) _____

b. When were you contacted? (e.g., 1 year after leaving, 6 months after leaving, etc.)

_____

c. How were you contacted? (Check all applicable.)

Telephone interview ____

Written questionnaire ____

Personal informal contact ____

Periodic meetings or functions ____

Regular periodic survey of women who have left the program ____

Other (Specify): _____ ____

_____

15. At the present time, are you: (Check all applicable.)

a. Enrolled in a degree program (Specify degree) _____ ____

b. Training in a professional non-degree program ____

c. Employed full-time ____

d. Doing volunteer work ____

e. Full-time homemaker ____

f. Other (Specify): _____ ____

_____

16. How were you referred to the Women's Re-entry Program? (Check one)

a. Referred by a friend ____

b. Referred by a community agency ____

c. Referred by college advisor or admissions counselor ____

d. Came on my own ____

e. Other (Specify): _____ ____

_____

16 A. How did you first hear about the Women's Re-entry Program? (Check one)

a. Direct mailing from the program or college ____

b. Mass media (e.g., newspapers, radio, T.V.) ____

c. Through community organization or event ____

d. Through campus organization or event ____

e. Word of mouth ____

f. Other (Specify): _____ ____

_____

17. What was your educational level when you entered the Women's Re-entry Program? What is it now?

a. Less than a high school diploma _____

b. High school diploma only _____

c. Some college _____

d. Associate degree or professional certificate _____

e. Bachelor's degree _____

f. Master's degree or higher _____

g. Other (Specify): _____ _____

_____

18. What was your approximate family income when you were a participant in the Women's Re-entry Program?

a. Less than $8,000 _____

b. $8,000 - $15,000 _____

c. $15,000 - $25,000 _____

d. Over $25,000 _____

19. How old were you when you first participated in the Re-entry Program?

_____ years old

20. When you entered the Women's Re-entry Program were you: (Check one)

a. Single (never married) _____

b. Married/Living with mate _____

c. Divorced _____

d. Widowed _____

e. Separated _____

20 A. If this has changed, are you currently:

a. Single (never married) _____

b. Married/Living with mate _____

c. Divorced _____

d. Widowed _____

e. Separated _____

21. How many children did you have living at home when you entered the Women's Re-entry Program?

Number

a. Pre-school age _____

b. School age _____

_____
COLLEGE

_____
DATE

THANK YOU FOR YOUR COOPERATION

GOALS

1. Of the goals listed below, which THREE do you think <u>are</u> most important to the Women's Re-entry Program?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize the college community to the needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activities

j. Other (Specify): _____

_____

	Ranking
First priority goal	____
Second priority goal	____
Third priority goal	____

2. To what extent do you believe that the director would agree with your ranking of program goals?

(Circle the appropriate number.)

Little or no Agreement				Close Agreement
5	4	3	2	1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE are most important?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Needs of adult women regularly enrolled in the college

b. Constraints imposed by funding source

c. Expectations of women served by the Re-entry Program

d. Community needs

e. Cooperation with the college faculty

f. Ideology of director or founder of program

g. Institutional commitment

h. Advice of Advisory Committee

i. Location of program in college organizational structure

j. Limitations imposed by existing programs and resources within the college

	Ranking
First priority goal	____
Second priority goal	____
Third priority goal	____

4. Given the present program constraints, should the Women's Re-entry Program try to reach a special population of women?

Yes _____ No _____

4 A. If Yes, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

5. Given the present program constraints, how successful do you think the Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

6. Who <u>should</u> have prinicpal responsibility for decisions in the program?

Indicate for those areas that appear below, the number of person or group that <u>should</u> have principal responsibility for that particular area in the appropriate space.

1. Teacher
2. Counselor
3. Director
4. Administrative Staff
5. Supervising Dean/Administrator
6. President of College
7. Board of Trustees
8. Advisory Board
9. Women in the Program
10. No one
11. Other (Specify below)

	# of Person or Group with Principal Responsibility
a. Recruitment	_____
b. Curriculum development	_____
c. Instructional methods	_____
d. Counseling	_____
e. Community liaison	_____
f. Support services (e.g., child care)	_____
g. Development of program goals	_____

7. How much influence should each of the following critiera have on the selection of teachers and counselors?

(Circle the appropriate number.)

	Selection of Teachers					Selection of Counselors				
	Little or no Influence				Great Influence	Little or no Influence				Great Influence
a. Regular college faculty member	5	4	3	2	1	5	4	3	2	1
b. Experience teaching adults	5	4	3	2	1	5	4	3	2	1
c. Experience in counseling	5	4	3	2	1	5	4	3	2	1
d. Personality traits	5	4	3	2	1	5	4	3	2	1
e. Returning woman herself	5	4	3	2	1	5	4	3	2	1
f. Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g. Educational background	5	4	3	2	1	5	4	3	2	1
h. Other (Specify): _____ _____	5	4	3	2	1	5	4	3	2	1

8. How active have you been in the year in fostering support for the Women's Re-entry Program in the community.

Not Active				Very Active
5	4	3	2	1

COLLEGE OFFICERS
Supplement

1 S. The director is directly responsible to: (Check one.)

a. College President ____

b. College Vice President ____

c. Supervising Dean or Director (Specify): _____ ____

_____

d. Chairperson of an academic department (Specify): _____ ____

_____

e. Other (Specify): _____ ____

_____

2 S. What is the proportion of Women's Re-entry Program funds coming from the following sources?

	Proportion (%)
a. College funds	____
b. State funds (e.g., average daily attendance formula, etc.)	____
c. Federal and state grant funds	____
d. Other state funds	____
e. Community government funds	____
f. Private grants	____
g. Self-support from fees	____
h. Others (Specify): _____	____
_____	
Total:	100%

COLLEGE OFFICERS
Supplement

2 S A. How important is it that the Re-entry Program be fully funded by the college out of its regular budget?

Not Important				Very Important
5	4	3	2	1

3 S. Is funding for the Women's Re-entry Program assured for the next academic year?

Yes _____ No _____ Uncertain _____

A. Is funding for the Women's Re-entry Program assured for the following year?

Yes _____ No _____ Uncertain _____

4 S. **Does the director have sufficient autonomy in dispensing funds allocated to the Re-entry Program?**

Yes _____ No _____

5 S. What are the major constraints on follow-up and evaluation in the Women's Re-entry Program?

(Check all applicable.)

	Follow-up	Evaluation
a. Lack of funds	____	____
b. Lack of staff	____	____
c. Lack of time	____	____
d. Little importance for program	____	____
e. Newness of program	____	____
f. Priority on program development or implementation	____	____
g. College policy	____	____
h. Other (Specify): _____	____	____

_____

6 S. Given present program constraints, how great a priority should the Women's Re-entry Program place on the development of liaison with the following community groups?

(Circle the appropriate number.)

	No or low Priority				High Priority
a. Business	5	4	3	2	1
b. Other women's groups	5	4	3	2	1
c. Women's programs in other colleges	5	4	3	2	1
d. Community adult education programs	5	4	3	2	1
e. Social welfare agencies	5	4	3	2	1
f. Employment agencies	5	4	3	2	1
g. Political groups	5	4	3	2	1
h. Religious institutions	5	4	3	2	1
i. Ethnic/Racial groups	5	4	3	2	1
j. Other colleges and universities	5	4	3	2	1
k. Civic groups	5	4	3	2	1
l. Unions	5	4	3	2	1
m. Other (Specify): _____	5	4	3	2	1

_____

7 S. What is your position? _____

8 S. What is your sex? Female _____ Male _____

9 S. How old are you? _____ years old

10 S. Are you:

a. White _____

b. Black _____

c. Oriental _____

d. Hispanic _____

e. American Indian _____

f. Other (Specify): _____ _____

_____

11 S. My educational background is:

a. High school diploma _____

b. A.A. _____

c. B.A. _____

d. M.A., specialization in _____ _____

e. Doctorate, specialization in _____ _____

12 S. Indicate the extent of your involvement with the Women's Movement.

(Circle the appropriate number.)

No Involvement				Great Involvement
5	4	3	2	1

GOALS

1. Of the goals listed below, select the THREE that you think <u>are</u> most important to the Women's Re-entry Program and the THREE that you think <u>should</u> be most important.

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize college community to needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activites

j. Other (Specify): _____

_____

	Current Practice	Your Opinion
First priority goal	____	____
Second priority goal	____	____
Third priority goal	____	____

2. Based on your experience, what are the average woman's personal objectives when she first enters the Women's Re-entry Program? What are they when she leaves?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

Women's Objectives

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goal (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Upon Entrance	Upon Completion
Most important objective	____	____
Second most important objective	____	____
Third most important objective	____	____

3. Given the present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

4. Do you think the program as it now operates <u>should</u> be trying to recruit a special population of women?

Yes _____ No _____

4 A. If <u>Yes</u>, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

5. Liaison with the Women's Re-entry Program is maintained through cooperation with which of the following persons or groups? (Check one.)

a. Director of Re-entry Program _____

b. Re-entry Program administrative staff _____

c. Teacher(s) in Re-entry Program _____

d. Counselor(s) in Re-entry Program _____

e. Re-entry Program Advisory Board member(s) _____

f. College administrative staff (Specify): _____ _____

_____

g. Other (Specify): _____ _____

_____

6. Indicate how important each of the following community liaison functions is to the Women's Re-entry Program.

(Circle the appropriate number.)

	Little or No Importance				Great Importance
a. Referrals to program of prospective participants	5	4	3	2	1
b. Referrals by program for support services (e.g., counseling, legal matters, child care)	5	4	3	2	1
c. Recruitment of teachers/counselors for program	5	4	3	2	1
d. Source of funding for program	5	4	3	2	1
e. Co-sponsorship of classes or activities	5	4	3	2	1
f. Community support for program's initiation and/or continuation	5	4	3	2	1
g. Other (Specify): _____	5	4	3	2	1

_____

COMMUNITY AGENCY
Supplement

1 S. What types of services does your agency provide to the community?

_____

_____

GOALS

1. Of the goals listed below, select the THREE that you think <u>are</u> most important to the Women's Re-entry Program and the THREE that you think <u>should</u> be most important.

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize college community to needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activites

j. Other (Specify): _____

_____

	Current Practice	Your Opinion
First priority goal	____	____
Second priority goal	____	____
Third priority goal	____	____

2. To what extent do you believe that (a) the program director, (b) students, and (c) other counselors would agree with your ranking of Current Practice goals?

(Circle the appropriate number.)

	Little or no Agreement				Close Agreement
a. Program director	5	4	3	2	1
b. Students	5	4	3	2	1
c. Other counselors	5	4	3	2	1

3. Based on your experience, what are the average woman's personal objectives when she first enters the Women's Re-entry Program? What are they when she leaves?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

Women's Objectives

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Upon Entrance	Now
Most important objective	____	____
Second most important objective	____	____
Third most important objective	____	____

4. Indicate to what extent you think the Women's Re-entry Program influences the way the average woman feels about each of the following categories.

(Circle the appropriate number.)

	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

5. As it now operates, do you think the program should be trying to recruit a special population of women?

Yes _____ No _____

5 A. If YES, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

6. Given the present program constraints, how successful do you think the Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

7. Who should have prinicpal responsibility for decisions in the program?

Indicate for those areas that appear below, the number of person or group that should have principal responsibility for that particular area in the appropriate space.

1. Director
2. Counselor
3. Teacher
4. Administrative Staff
5. Supervising Dean
6. Other (Specify below)

	# of Person or Group with Principal Responsibility
a. Recruitment	_____
b. Curriculum development	_____
c. Instructional methods	_____
d. Counseling	_____
e. Community liaison	_____
f. Support services (e.g., child care)	_____
g. Development of program goals	_____

8. Given the program as it is presently operating, to what extent <u>should</u> there be student participation in each of the following activities?

(Circle the appropriate number.)

	No Participation				Much Participation
a. Evaluating their own performance	5	4	3	2	1
b. Teacher evaluation	5	4	3	2	1
c. Course evaluation	5	4	3	2	1
d. Program evaluation	5	4	3	2	1
e. Planning individual course content	5	4	3	2	1
f. Developing teaching materials	5	4	3	2	1
g. Program planning	5	4	3	2	1
h. Recruitment	5	4	3	2	1
i. Other (Specify): _____	5	4	3	2	1

_____

9. How much influence <u>should</u> each of the following criteria have on the selection of teachers and counselors given the program as it is presently conceived?

(Circle the appropriate number.)

	Selection of Teachers					Selection of Counselors				
	Little or no Influence				Great Influence	Little or no Influence				Great Influence
a. Regular college faculty member	5	4	3	2	1	5	4	3	2	1
b. Experience teaching adults	5	4	3	2	1	5	4	3	2	1
c. Experience in counseling	5	4	3	2	1	5	4	3	2	1
d. Personality traits	5	4	3	2	1	5	4	3	2	1
e. Returning woman herself	5	4	3	2	1	5	4	3	2	1
f. Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g. Educational background	5	4	3	2	1	5	4	3	2	1
h. Other (Specify): _____	5	4	3	2	1	5	4	3	2	1
_____										

10. We are interested in your feelings concerning administrative/supervisory aspects of the Women's Re-entry Program. Please indicate the extent to which you agree or disagree with the following statements.

(Circle the appropriate number.)

	Strongly Disagree				Strongly Agree
a. The director is aware of most important problems of counselors	5	4	3	2	1
b. The director gives adequate feedback on how I am doing in my job	5	4	3	2	1
c. The director relies on student attendance records to judge my performance	5	4	3	2	1
d. I get adequate help with problems from the director	5	4	3	2	1
e. I have a great deal of autonomy in my job	5	4	3	2	1
f. The director does a good job of supplying the necessary support services and materials for the Re-entry Program	5	4	3	2	1
g. There is adequate in-service education for staff in the Re-entry Program	5	4	3	2	1
h. The Re-entry Program receives strong support from the college administration	5	4	3	2	1

11. Approximately how many times during the past academic year did you meet professionally with the director?

a. In an individual conference — Number of times: _____

b. With a group of counselors or other staff _____

12. Place a checkmark next to each topic which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

Topics	Topics Covered	Priority Needs
a. Program orientation: objectives, procedures, current developments, plans, reports	_____	_____
b. Differences in teaching men and women	_____	_____
c. Philosophy of adult education	_____	_____
d. Understanding the student population (e.g., ethnic group differences)	_____	_____
e. Methods of instruction	_____	_____
f. Diagnosis of student needs	_____	_____
g. Counseling students	_____	_____
h. Philosophy of women's movement	_____	_____
i. Other (Specify): _____	_____	_____

_____

13. Indicate the relative importance which <u>should</u> be assigned each of the following factors, given the program as it is presently operating.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Transportation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

13 A. List those items in question #13 that are not and should be available to women in the program.

_____

_____

_____

14. **Indicate the relative importance which <u>should</u> be assigned each of the following services, given the program as it is presently operating.**

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude, interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

14 A. **List those services in question #14 that are not but should be available to women in the program.**

_____

_____

_____

15. Given present budget and personnel constraints, how should counseling be integrated into the program?

(Check all applicable.)

a. Individual course plans for students should be prepared in consultation with counseling staff _____

b. Counselors of women in the Re-entry Program should teach direction-finding courses _____

c. Counselors should be required to see individual students at prescribed times other than in courses _____

d. Director should also do counseling _____

e. Women's Re-entry Program should have counselors, other than Director on staff _____

f. Other (Specify): _____ _____

_____

16. To what extent do you as a counselor consider yourself an integrated part of the Women's Re-entry Program?

(Circle the appropriate number.)

Little or no Integration				Much Integration
5	4	3	2	1

17. To what extent do you think counseling services are satisfying the needs of women in the Re-entry Program?

(Circle the appropriate number.)

Little or no Satisfaction				Great Satisfaction
5	4	3	2	1

18. As the program is presently conceived, who should have the primary responsibility for orienting new students to the program?

(Check one.)

a. Director _____

b. Counselor _____

c. Teacher _____

d. Women participants _____

e. Aide(s) or volunteer(s) _____

f. Other (Specify): _____ _____

_____

19. To what extent do you emphasize the use of each of the following instructional methods?

(Circle the appropriate number.)

	No Emphasis				Great Emphasis
a. Lecture	5	4	3	2	1
b. Pair or small group discussions	5	4	3	2	1
c. Class discussion	5	4	3	2	1
d. Simulated learning situations (e.g., role-playing)	5	4	3	2	1
e. Programmed materials	5	4	3	2	1
f. Independent learning center	5	4	3	2	1
g. Individualized assignments	5	4	3	2	1
h. Homework	5	4	3	2	1
i. Guest Speaker(s)	5	4	3	2	1
j. Other (Specify): _____	5	4	3	2	1

20. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

	Little or no Interference				Great Interference	Not Relevant
a. Irregular attendance	5	4	3	2	1	NR
b. Students other than Re-entry women in classes	5	4	3	2	1	NR
c. Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d. Short length of course	5	4	3	2	1	NR
e. Lack of group cohesion	5	4	3	2	1	NR
f. Lack of adequate support services	5	4	3	2	1	NR
g. Outside commitments of women	5	4	3	2	1	NR
h. Inappropriate teaching methods	5	4	3	2	1	NR
i. Lack of appropriate materials	5	4	3	2	1	NR
j. Other (Specify): _____	5	4	3	2	1	NR

_____

21. In addition to performing an instructional role, teachers may help students with personal and/or vocational problems. In the Women's Re-entry Program, how important should it be for teachers to help students with these problems?

(Circle the appropriate number.)

Not Important				Very Important
5	4	3	2	1

22. All things considered, how satisfied are you with your present position in the Women's Re-entry Program?

a. Very satisfied _____

b. Moderately satisfied _____

c. Dissatisfied _____

COUNSELOR
Supplement

1 S. How much emphasis is placed on the following types of counseling in the Women's Re-entry Program?

(Circle the appropriate number.)

	Low Emphasis				High Emphasis
a. Academic	5	4	3	2	1
b. Vocational/Career	5	4	3	2	1
c. Personal	5	4	3	2	1

2 S. Given staff and budget limitations, should counseling be required for women in the Re-entry Program who take classes?

Yes _____ No _____

3 S. Should there be an initial assessment of student achievement and/or aptitude level in the Re-entry Program as it is presently conceived?

Yes _____ No _____

A. If Yes, given present budgetary and staff limitations, by what method(s) should an initial assessment of student achievement and/or aptitude level be done?

(Check all applicable.)

a. Standardized tests ____

b. Interviews (Specify with whom): _____ ____

c. Previous records ____

d. Other (Specify): _____ ____

_____

4 S. Given the program as it is presently operating, what kind of tests should be available to women in the Re-entry Program?

(Check all applicable.)

a. Aptitude ____

b. Interest ____

c. Vocational preference ____

d. Personality ____

e. Achievement ____

f. Other (Specify): _____ ____

_____

g. No tests should be given ____

COUNSELOR
Supplement

5 S. If you indicated tests should be available, who should have principal responsibility for administering tests, given present program constraints?

a. Director of Women's Re-entry Program _____

b. Counselor(s) in the Re-entry Program _____

c. Teacher(s) in the Re-entry Program _____

d. Aide(s) or volunteer(s) _____

e. Other (Specify): _____ _____

_____ _____

6 S. Do you make written evaluation of student progress at the end of your course(s) (e.g., grades, progress reports, etc.)?

Yes _____ No _____

7 S. Do you work with an aide?

Yes _____ No _____

A. If Yes, what does he/she do? (Check one.)

a. Mostly assists in teaching _____

b. Mostly tutors _____

c. Mostly performs administrative or clerical tasks _____

d. Other (Specify): _____ _____

_____

8 S. Approximately what percentage of enrolled students are absent at any one class meeting?

_____%

9 S. What is the average drop-out rate of the class(es) that you teach in the program?

_____%

COUNSELOR
Supplement

10 S. What is your sex? Female _____ Male _____

11 S. How old are you? _____years old

12 S. Are you:

a. White _____

b. Black _____

c. Oriental _____

d. Hispanic _____

e. American Indian _____

f. Other (Specify): _____ _____

_____

13 S. What is your educational background?

a. High school diploma _____

b. A.A. _____

c. B.A. _____

d. M.A., specialization in _____ _____

e. Doctorate, specialization in _____ _____

14 S. What is the basis of your appointment in the College?

a. Tenured _____

b. Not tenurable _____

c. On tenure track _____

15 S. Are you employed in the Women's Re-entry Program on a part-time or full-time basis?

(Check one.)

a. Part-time _____

b. Full-time _____

16 S. If part-time, are you:

a. Employed full-time elsewhere _____

b. Employed part-time elsewhere _____

c. No other current employment _____

d. Student _____

17 S. If you have other employment, is it:

a. College or university teaching _____

b. Employed in business or industry _____

c. Employed in social service or community agency _____

d. Elementary or secondary school teacher _____

e. Other (Specify): _____ _____

_____

18 S. How long have you been associated with this Women's Re-entry Program?

_____years

19 S. About how many years of counseling experience had you had?

_____years

COUNSELOR
Supplement

20 S. How many, if any, classes did you teach during the past academic year in the Women's Re-entry Program?

Number: _____

21 S. How involved are you with the women's movement?

(Circle the appropriate number.)

No Involvement				Great Involvement
5	4	3	2	1

GOALS

1. Of the goals listed below, which THREE do you think <u>are</u> most important to the Women's Re-entry Program?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize college community to the needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activities

j. Other (Specify): _____

_____

	Ranking
First priority goal	____
Second priority goal	____
Third priority goal	____

2. To what extent do you believe that (a) teachers, (b) counselors, (c) students, and (d) administrative staff would agree with your ranking of program goals?

(Circle the appropriate number.)

	Agreement				Close Agreement
a. Teachers	5	4	3	2	1
b. Counselors	5	4	3	2	1
c. Students	5	4	3	2	1
d. Administrative Staff	5	4	3	2	1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE are most important to this program as it is presently constituted?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Needs of adult women regularly enrolled in the college

b. Constraints imposed by funding source

c. Expectations of women served by the Re-entry Program

d. Community needs

e. Cooperation with the college faculty

f. Ideology of director or founder of program

g. Institutional commitment

h. Advice of Advisory Committee

i. Location of program in college organizational structure

j. Limitations imposed by existing programs and resources within the college

	Ranking
First priority goal	____
Second priority goal	____
Third priority goal	____

4. Based on your experience, what are the average woman's personal objectives when she first enters the Women's Re-entry Program? What are they when she leaves?

Indicate your choices by writing the appropriate letter (a-j) in the spaces below.

Women's Objectives

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Upon Entrance	Upon Completion
Most important objective	____	____
Second most important objective	____	____
Third most important objective	____	____

5. Indicate to what extent you think the Women's Re-entry Program influences the way the average woman feels about each of the following categories.

(Circle the appropriate number.)

	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

6. Given the present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

Recruitment

7. Does the Women's Re-entry Program try to recruit a special population of women?

Yes _____ No _____

7 A. If YES, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

8. Who has principal responsibility for decisions in the program?

Indicate for those areas that appear below, the number of the person or group that has principal responsibility for that particular area in the appropriate space.

1. Director
2. Teacher
3. Counselor
4. Administrative Staff
5. Supervising Dean/Administrator
6. President of College
7. Board of Trustees
8. Advisory Board
9. Women in the Program
10. No one
11. Other (Specify below)

	# of Person or Group with Principal Responsibility
a. Recruitment	_____
b. Curriculum development	_____
c. Instructional methods	_____
d. Counseling	_____
e. Community liaison	_____
f. Support services (e.g., child care)	_____
g. Development of program goals	_____

9. To what extent is there student participation in each of the following activities?

(Circle the appropriate number.)

	No Participation				Much Participation
a. Evaluating their own performance	5	4	3	2	1
b. Teacher evaluation	5	4	3	2	1
c. Course evaluation	5	4	3	2	1
d. Program evaluation	5	4	3	2	1
e. Planning individual course content	5	4	3	2	1

(Continued on next page.....)

DIRECTOR

	No Participation				Much Participation
f. Developing teaching materials	5	4	3	2	1
g. Program planning	5	4	3	2	1
h. Recruitment	5	4	3	2	1
i. Other (Specify): _____	5	4	3	2	1

_____

10. Please indicate the extent to which you think teachers and counselors in your program would agree or disagree with the following statements.

(Circle the appropriate numbers.)

	Teachers					Counselors				
	Strongly Disagree				Strongly Agree	Strongly Disagree				Strongly Agree
a. The director is aware of my most important problems	5	4	3	2	1	5	4	3	2	1
b. The director gives adequate feedback on how I am doing in my job	5	4	3	2	1	5	4	3	2	1
c. The director relies mostly on student attendance records to judge my performance	5	4	3	2	1	5	4	3	2	1
d. I get adequate help with problems from the director	5	4	3	2	1	5	4	3	2	1
e. I have a great deal of autonomy in my job	5	4	3	2	1	5	4	3	2	1
f. The director does a good job of supplying the necessary support services and materials for the program	5	4	3	2	1	5	4	3	2	1
g. There is adequate in-service education for staff in the program	5	4	3	2	1	5	4	3	2	1
h. The Re-entry Program receives strong support from the college administration	5	4	3	2	1	5	4	3	2	1

11. How much influence does each of the following criteria have on the selection of teachers and counselors?

(Circle the appropriate number.)

	Selection of Teachers					Selection of Counselors				
	Little or no Influence				Great Influence	Little or no Influence				Great Influence
a. Regular college faculty member	5	4	3	2	1	5	4	3	2	1
b. Experience teaching adults	5	4	3	2	1	5	4	3	2	1
c. Experience in counseling	5	4	3	2	1	5	4	3	2	1
d. Personality traits	5	4	3	2	1	5	4	3	2	1
e. Returning woman herself	5	4	3	2	1	5	4	3	2	1
f. Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g. Educational background	5	4	3	2	1	5	4	3	2	1
h. Other (Specify): _____ _____	5	4	3	2	1	5	4	3	2	1

12. Place a checkmark next to each topic which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

Topics	Topics Covered	Priority Needs
a. Program orientation: objectives, procedures, current developments, plans, reports	_____	_____
b. Differences in teaching men and women	_____	_____
c. Philosophy of adult education	_____	_____
d. Understanding the student population (e.g., ethnic group differences)	_____	_____
e. Methods of instruction	_____	_____
f. Diagnosis of student needs	_____	_____
g. Counseling students	_____	_____
h. Philosophy of women's movement	_____	_____
i. Other (Specify): _____	_____	_____
_____		

13. Indicate how important each of the following community liaison functions is to the Women's Re-entry Program.

(Circle the appropriate number.)

	Little or No Importance				Great Importance
a. Referrals to program of prospective participants	5	4	3	2	1
b. Referrals by program for support services (e.g., counseling, legal matters, child care)	5	4	3	2	1
c. Recruitment of teachers/counselors for program	5	4	3	2	1
d. Source of funding for program	5	4	3	2	1
e. Co-sponsorship of classes or activities	5	4	3	2	1
f. Community support for program's initiation and/or continuation	5	4	3	2	1
g. Other (Specify): _____	5	4	3	2	1

_____

14. Indicate the relative importance assigned each of the following factors currently provided by the program.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Transportation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

14 A. List those items in question #14 that are not but should be available to women in the program.

_____

_____

_____

15. Indicate the relative importance of those services currently available to women in the Women's Re-entry Program.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude, interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

15 A. List those items in question #15 that are not but should be available to women in the program.

_____

_____

_____

16. How is counseling integrated into the Re-entry Program?

(Check all applicable.)

a. Individual course plans for students are prepared in consultation with counseling staff ____

b. Counselors of women in the Re-entry Program also teach direction-finding courses ____

c. Counselors must see individual students at prescribed times other than in courses ____

d. Director also does counseling ____

e. Women's Re-entry Program has counselors, other than Director, on staff ____

f. Other (Specify): _____ ____

_____

17. To what extent do you think counseling services are satisfying the needs of women in the Re-entry Program?

(Circle the appropriate number.)

Little or no Satisfaction				Great Satisfaction
5	4	3	2	1

18. Is there any orientation for new students to the Re-entry Program?

Yes _____ No _____

19. Who has primary responsibility for this function? (Check one.)

a. Director ____

b. Counselor(s) ____

c. Teacher(s) ____

d. Women participants ____

e. Aide(s)/Volunteer(s) ____

f. Other (Specify): _____ ____

_____

20. What kinds of referrals are made to community agencies?

(Check all applicable.)

a. Child care/baby sitting ____

b. Legal concerns ____

c. Medical/Gynecological ____

d. Employment ____

e. Welfare/social services ____

f. Housing ____

g. Personal counseling ____

h. Other (Specify): _____ ____

_____

21. Referring to the attached glossary (list of course categories), indicate how much emphasis is placed on the following kinds of classes in the Women's Re-entry Program.

(Circle the appropriate number.)

	Little or no Emphasis				Great Emphasis
a. Personal direction-finding	5	4	3	2	1
b. Social science and humanities courses dealing with women	5	4	3	2	1
c. "How-to" courses	5	4	3	2	1
d. Recreation/Enrichment	5	4	3	2	1
e. Health/Sexuality	5	4	3	2	1
f. Remedial/Refresher	5	4	3	2	1
g. Academic	5	4	3	2	1
h. Vocational training	5	4	3	2	1
i. Other (Specify): _____	5	4	3	2	1

_____

22. To what extent <u>should</u> teachers emphasize the use of the following instructional methods, given present budget and personnel constraints?

(Circle the appropriate number.)

	No Emphasis				Great Emphasis
a. Lecture	5	4	3	2	1
b. Class discussion	5	4	3	2	1
c. Pair or small group discussion	5	4	3	2	1
d. Simulated learning situations (e.g., role-playing)	5	4	3	2	1
e. Student planning and evaluating of their educational experiences	5	4	3	2	1
f. Programmed materials	5	4	3	2	1
g. Individualized assignments	5	4	3	2	1
h. Homework	5	4	3	2	1
i. Guest speaker(s)	5	4	3	2	1
j. Other (Specify): _____	5	4	3	2	1

_____

23. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

	Little or no Interference				Great Interference	Not Relevar
a. Irregular attendance	5	4	3	2	1	NR
b. Students other than Re-entry women in classes	5	4	3	2	1	NR
c. Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d. Short length of course	5	4	3	2	1	NR
e. Lack of group cohesion	5	4	3	2	1	NR
f. Lack of adequate support services	5	4	3	2	1	NR
g. Outside commitments of women	5	4	3	2	1	NR
h. Inappropriate teaching methods	5	4	3	2	1	NR
i. Lack of appropriate materials	5	4	3	2	1	NR
j. Other (Specify): _____	5	4	3	2	1	NR

_____

24. In addition to performing an instructional role, teachers may help students with personal and/or vocational problems. In the Re-entry Program, how important is it for teachers to help students in this way?

(Circle the appropriate number.)

Not Important				Very Important
5	4	3	2	1

DIRECTOR'S QUESTIONNAIRE
Supplement

1 S. When was the Women's Re-entry Program started? Year _____

1 A. What was the approximate total number of women who participated in that year?

_____

2 S. What group or individual was principally responsible for initiating the Re-entry Program on campus?

(Check one of the following.)

a. President _____

b. Dean of Academic Department _____

c. Dean of Continuing Education or Community Services _____

d. Chairperson of a department or division _____

e. Board of Trustees _____

f. Women student(s) _____

g. Counseling department _____

h. Faculty _____

i. Community _____

j. Particular student group (Specify): _____ _____

_____

k. Another college or university (Specify): _____ _____

_____

l. Other (Specify): _____ _____

_____

3 S. Is there a point at which women are considered to have completed the Women's Re-entry Program?

Yes _____ No _____

If Yes, complete questions A, B, and C.

A. When does this point occur?

a. After initial counseling _____

b. Upon completion of a sequence of courses _____

c. After a prescribed number of counseling sessions _____

d. After participation for a specified length of time _____

e. Other (Specify): _____ _____

_____

B. What percentage of women who enter the program fail to reach this point?

_____ %

C. Is a degree or certificate issued upon completion of the Women's Re-entry Program?

Yes _____ No _____

4 S. Are records regularly kept on participants in the Women's Re-entry Program?

Yes _____ No _____

A. If Yes, in what form are these records kept? (Check all applicable.)

a. School transcript _____

b. Student self-evaluation forms _____

c. Test results _____

d. Teacher or workshop leader comments _____

e. Student summary of past life experience _____

f. Other (Specify): _____ _____

_____

5 S. Where is the Women's Re-entry Program located within the administrative structure of the college?

(Check one.)

a. Academic department (Specify): _____ ____

b. Community Services/Continuing Education ____

c. College extension program (where it is separate from Community Services) ____

d. Counseling department ____

e. Student Affairs ____

f. President's Office ____

g. Dean's Office (Specify): _____ ____

h. Other (Specify): _____ ____

_____

6 S. The director is directly responsible to: (Check one.)

a. College President ____

b. College Vice President ____

c. Supervising Dean or Director (Specify): _____ ____

_____

d. Chairperson of an academic department (Specify): _____ ____

_____

e. Other (Specify): _____ ____

_____

7 S. What was the initial primary source of funding? (If more than one, specify percentages.)

a. Federal or state grant ____

b. Regular college funds ____

c. Private funds ____

d. Course fees ____

e. Volunteerism ____

f. Other (Specify): _____ ____

_____

8 S. Is funding for the Women's Re-entry Program assured for the next academic year?

Yes _____ No _____ Uncertain _____

9 S. Is funding for the Women's Re-entry Program assured for the following year?

Yes _____ No _____ Uncertain _____

10 S. As Director, do you feel that you have sufficient autonomy in dispensing funds allocated to the Women's Re-entry Program?

Yes _____ No _____

DIRECTOR
Supplement

11 S. What is the proportion of Women's Re-entry Program funds coming from the following sources?

	Proportion (%)
a. College funds	_____
b. State funds (e.g., average daily attendance formula, etc.)	_____
c. Federal and state grant funds	_____
d. Other state funds	_____
e. Community government funds	_____
f. Private grants	_____
g. Self-support from fees	_____
h. Others (Specify): _____	_____
_____	
Total:	100%

A. How important is it that the Re-entry Program be fully funded by the college out of its regular budget?

Not Important				Very Important
5	4	3	2	1

12 S. What is your operating budget for the past academic year?

$_____

A. What percentage of the budget is specifically allocated for

	Percentage (%)
a. Recruitment	_____
b. Community liaison	_____
c. Follow-up	_____
d. Evaluation	_____
e. In-service education	_____

13 S. Which FIVE of the areas listed below do you consider to be the most important part of your work?

(Select the FIVE most important areas and rank order them:
Place 1 next to the most important
Place 2 next to the second most important
Place 3 next to the third most important.....etc.)

	Ranking	Time (%)
a. Personnel management	____	____
b. Curriculum development	____	____
c. Student recruitment and program publicity	____	____
d. Staff development and in-service training	____	____
e. Fiscal management and other administrative duties	____	____
f. Liaison with community groups	____	____
g. Counseling and referral	____	____
h. Teaching	____	____
i. Follow-up and evaluation	____	____
j. Establishing goals	____	____
k. Other (Specify): _____	____	____

_____

14 S. To what extent does the program rely on volunteers in each of the following areas:

(Circle the appropriate number.)

	Little or no Reliance				Great Reliance
a. Assistance in teaching	5	4	3	2	1
b. Tutoring	5	4	3	2	1
c. Administrative work	5	4	3	2	1
d. Secretarial work	5	4	3	2	1
e. Counseling and guidance	5	4	3	2	1
f. Testing (e.g., interest, aptitude tests)	5	4	3	2	1
g. Referrals	5	4	3	2	1
h. Recruitment	5	4	3	2	1
i. Child care	5	4	3	2	1
j. Assistance in leading workshops	5	4	3	2	1
k. Other (Specify): _____	5	4	3	2	1

_____

15 S. How important are (a) volunteers and (b) paid aides to the Women's Re-entry Program?

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Volunteers	5	4	3	2	1
b. Paid aides	5	4	3	2	1

16 S. Does the Women's Re-entry Program offer in-service education?

Yes _____ No _____

A. If No, why not? What are the reasons for this?

(Check all applicable.)

a. Lack of funding _____

b. Lack of time _____

c. Lack of trained personnel _____

d. College policy _____

e. Limited interest by potential participants _____

f. Considered unnecessary _____

17 S. Does the Women's Re-entry Program reimburse staff for outside training or workshops?

Yes _____ No _____

18 S. Is released time given to staff who participate in in-service education?

Yes _____ No _____

19 S. Do you regularly follow up on:

(Check all applicable.)

	Follow-up
a. Women who have completed the Re-entry Program	____
b. Women who drop out of classes	____
c. Women who drop out of the Program	____
d. Women who have taken course(s) or used Re-entry Program services	____
e. No regular follow-up	____

20 S. If you do regularly follow-up on women who have left the Women's Re-entry Program, what kind of follow-up do you do?

(Check all applicable.)

a. Telephone interview	____
b. Written questionnaire	____
c. Personal informal contact	____
d. Periodic meetings or functions	____
e. Regular periodic survey of women who have left the program	____
f. Other (Specify): _____	____

_____

21 S. What are the major constraints on follow-up and evaluation in the Women's Re-entry Program?

(Check all applicable.)

	Follow-up	Evaluation
a. Lack of funds	____	____
b. Lack of staff	____	____
c. Lack of time	____	____
d. Little importance for program	____	____
e. Newness of program	____	____
f. Priority on program development or implementation	____	____
g. College policy	____	____
h. Other (Specify): _____	____	____

_____

22 S. How great a priority does the Women's Re-entry Program place on the development of liaison with the following community groups?

(Circle the appropriate number.)

	No or low Priority				High Priority
a. Business	5	4	3	2	1
b. Other women's groups	5	4	3	2	1
c. Women's programs in other colleges	5	4	3	2	1
d. Community adult education programs	5	4	3	2	1
e. Social welfare agencies	5	4	3	2	1
f. Employment agencies	5	4	3	2	1
g. Political groups	5	4	3	2	1
h. Religious institutions	5	4	3	2	1
i. Ethnic/Racial groups	5	4	3	2	1
j. Other colleges and universities	5	4	3	2	1
k. Civic groups	5	4	3	2	1
l. Unions	5	4	3	2	1
m. Other (Specify): _____	5	4	3	2	1

_____

DIRECTOR
Supplement

23 S. Are there other women's groups or programs in addition to the Re-entry Program on this campus?

Yes _____ No _____

24 S. What are these groups ? _____

_____

A. To what extent do these groups cooperate with the Re-entry Program?

(Circle the appropriate number.)

Little Cooperation				Close Cooperation
5	4	3	2	1

25 S. Are any of the services listed below available to women through the Women's Re-entry Program or through the college?

	Through Program	Through College	Not Available
a. Course work (credit and/or non-credit)	_____	_____	_____
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	_____	_____	_____
c. Counseling	_____	_____	_____
d. Testing (e.g., aptitude and interest)	_____	_____	_____
e. Job placement and referral	_____	_____	_____
f. Child care	_____	_____	_____
g. Financial aid	_____	_____	_____
h. Women's Center/Lounge (informal meeting place)	_____	_____	_____
i. Self-help groups, consciousness-raising/ support groups)	_____	_____	_____
j. Women's resource library	_____	_____	_____
k. Referrals to community agencies	_____	_____	_____
l. Remedial/Refresher courses	_____	_____	_____

26 S. When are women eligible for financial aid? Is this aid offered by the Re-entry Program or by the college?

	Women's Program	College
a. When they are taking a few elective course offered through the women's program	____	____
b. When they are full-time students in a regular academic or vocational program	____	____
c. When they are part-time students in a regular academic or vocational program	____	____
d. Other (Specify): _____	____	____
_____	____	____

27 S. If the Women's Re-entry Program does offer financial aid independently of the regular college aid program, where do the funds come from?

(Check all applicable.)

a. Community agencies ____
b. Women's professional and social groups ____
c. Federal funds ____
d. State funds ____
e. Business donations ____
f. Student groups ____
g. Private donations ____
h. Foundation grant ____
i. Other (Specify): _____ ____

_____

DIRECTOR
Supplement

23 S. Are there other women's groups or programs in addition to the Re-entry Program on this campus?

Yes _____ No _____

24 S. What are these groups ? _____

_____

A. To what extent do these groups cooperate with the Re-entry Program?

(Circle the appropriate number.)

Little Cooperation			Close Cooperation	
5	4	3	2	1

25 S. Are any of the services listed below available to women through the Women's Re-entry Program or through the college?

	Through Program	Through College	Not Available
a. Course work (credit and/or non-credit)	_____	_____	_____
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	_____	_____	_____
c. Counseling	_____	_____	_____
d. Testing (e.g., aptitude and interest)	_____	_____	_____
e. Job placement and referral	_____	_____	_____
f. Child care	_____	_____	_____
g. Financial aid	_____	_____	_____
h. Women's Center/Lounge (informal meeting place)	_____	_____	_____
i. Self-help groups, consciousness-raising/ support groups)	_____	_____	_____
j. Women's resource library	_____	_____	_____
k. Referrals to community agencies	_____	_____	_____
l. Remedial/Refresher courses	_____	_____	_____

26 S. When are women eligible for financial aid? Is this aid offered by the Re-entry Program or by the college?

	Women's Program	College
a. When they are taking a few elective course offered through the women's program	____	____
b. When they are full-time students in a regular academic or vocational program	____	____
c. When they are part-time students in a regular academic or vocational program	____	____
d. Other (Specify): _____	____	____
_____	____	____

27 S. If the Women's Re-entry Program does offer financial aid independently of the regular college aid program, where do the funds come from?

(Check all applicable.)

a. Community agencies ____

b. Women's professional and social groups ____

c. Federal funds ____

d. State funds ____

e. Business donations ____

f. Student groups ____

g. Private donations ____

h. Foundation grant ____

i. Other (Specify): _____ ____

_____

IF CHILD CARE IS NOT AVAILABLE THROUGH THE COLLEGE OR WOMEN'S RE-ENTRY PROGRAM, GO ON TO QUESTION # 32.

28 S. What percentage of the women in the Re-entry Program take advantage of the child care facilities?

a. None ____

b. Less than 5% ____

c. 6-15% ____

d. 16-30% ____

e. 31-50% ____

f. Over 50% ____

29 S. How is the child care facility funded?

(Give the percentage of each type of funding.) ____%

a. Federal funds ____

b. State funds ____

c. College funds ____

d. Fees ____

e. Community and/or social agency funds ____

f. Parent co-operative ____

g. Other (Specify): _____ ____

_____

30 S. How closely do you work with the director of the child care facility?

(Circle the appropriate number.)

Not Closely				Very Closely
5	4	3	2	1

31 S. Are parent education courses available to parents with children in the child care facility?

Yes _____ No _____

A. If Yes, are these courses required?

Yes _____ No _____

32 S. In addition to being a meeting place, is the women's center used for any of the following functions?

(Check all applicable.)

a. Public events ____

b. Self-help groups ____

c. Counseling ____

d. Office space for staff/faculty of Women's Program ____

e. Resource library ____

f. Courses ____

g. Study center ____

h. Referrals ____

i. Other (Specify): _____ ____

_____

j. No other functions ____

33 S. When is the women's center open?	Day	Evening
a. All the time	____	____
b. Part-time	____	____

34 S. Who staffs the women's center? Approximately how many people work in the center in each of the following categories?

a. Full-time paid person(s) ____

b. Part-time paid person(s) ____

c. Volunteer(s) ____

d. Other (Specify): _____ ____

_____

e. No staff ____

35 S. Which of the following does the resource library have information on?

(Check all applicable.)

a. Legal concerns ____

b. Consumer issues ____

c. Reference books and catalogues ____

d. Vocational training ____

e. Career information ____

f. Women's studies ____

g. Health/Sexuality ____

h. Children/Parenting ____

i. Current events ____

j. Other (Specify): _____ ____

_____

36 S. Who staffs the resource library? Indicate how many people work part-time and how many work full-time.

	Full Time	Part Time
a. Paid qualified librarian	____	____
b. Paid library student intern	____	____
c. Administrative or clerical help	____	____
d. Volunteer(s)	____	____
e. Other (Specify): _____	____	____
_____		
f. No staff	____	____

37 S. Are self-help groups composed primarily of women in the Re-entry Program?

Yes _____ No _____

38 S. Which of the following concerns are central to these groups?

(Check all applicable.)

a. Consciousness raising ____

b. Academic study ____

c. Adjustment to college ____

d. Career planning ____

e. Encounter/Sensitivity training ____

f. Personal problems (e.g., divorce, living alone, finances) ____

g. Parenting ____

h. Health/Sexuality ____

i. Other (Specify): _____ ____

_____

39 S. Does the Women's Re-entry Program sponsor a club or organization for adult women returning to school?

Yes _____ No _____

A. Are there entrance requirements for the Women's Re-entry Program?

Yes _____ No _____

40 S. Are there any college entrance requirements for matriculated students that are waived for women in the Women's Re-entry Program?

Yes _____ No _____

A. If Yes, please check the waived requirements.

a. High school diploma ____

b. Entrance examination ____

c. Other (Specify): _____ ____

_____

41 S. Does the Women's Re-entry Program recommend a planned sequence of activities for women participating in the program (i.e., first participating in public events, then going on to counseling and/or direction-finding courses, then other program offerings) ?

Yes _____ No _____

A. If Yes, using the following list, rank order the steps listed from 1 to 5.

a. Public events ____

b. Counseling ____

c. Direction-finding ____

d. Other courses and workshops ____

e. Other (Specify): _____ ____

_____

B. What percentage of women actually go through this sequence? ____%

42 S. If personal direction-finding courses are offered in the Women's Re-entry Program, are they required?

Yes _____ No _____

43 S. Does the Women's Re-entry Program include a recommended sequence of courses?

Yes _____ No _____

If Yes, answer questions A and B.

A. What percentage of the women participating in the Re-entry Program go through this sequence?

_____%

B. Do the women go through this sequence together as a group?

Yes _____ No _____

44 S. Is counseling required for women in the Re-entry Program who take courses?

Yes _____ No _____

45 S. Did the Women's Re-entry Program have an affiliation with other group(s) for co-sponsoring classes in

Yes _____ No _____

If Yes, answer questions A and B.

A. With which group(s)? (Specify): _____

_____

B. What proportion of the classes were co-sponsored in the past academic year?

_____

PERSONAL BACKGROUND DATA

46 S. What is your official title? _____

47 S. Is this a faculty or administrative position? (Check one.)

a. Faculty ____

b. Administrative ____

48 S. What is the basis of your appointment in the Women's Re-entry Program? (Check one.)

a. Tenured ____

b. Not tenurable ____

c. On tenure track ____

49 S. How are you employed in the Women's Re-entry Program?

a. Full-time on the program (35-40 hours per week) ____

b. Half-time or more on the program (17-34 hours per week) ____

c. Quarter-time or more on the program (10-16 hours per week) ____

d. Less than 10 hours per week ____

50 S. If you work less than full-time in the Re-entry Program do you have responsibilities elsewhere in the college?

Yes _____ No _____

A. If Yes, which of the following departments are you responsible to?

a. Academic Department (Specify): _____ ____

_____

b. Community Services/Continuing Education ____

c. Counseling Department/Student Affairs ____

d. Other administrative position (Specify): _____ ____

_____

e. Other (Specify): _____ ____

_____

51 S. If you are in the college less than full-time, are you otherwise employed? (Check whichever of the following applies to you.)

a. Employed in business or industry ____

b. Employed in a community or social service ____

c. Teaching at another college ____

d. Not employed elsewhere ____

e. Other (Specify): _____ ____

_____

52 S. How long have you been associated with this Women's Re-entry Program?

_____ years

53 S. My educational background is:

a. High school diploma ____

b. A.A. ____

c. B.A. ____

d. M.A., specialization in _____ ____

e. Doctorate, specialization in _____ ____

54 S. What is your sex? Female _____ Male _____

55 S. How old are you? _____ years old

56 S. Are you:

a. White ____

b. Black ____

c. Oriental ____

d. Hispanic ____

e. American Indian ____

f. Other (Specify): _____ ____

57 S. To what extent are you personally involved with the Women's Movement?

No Involvement				Great Involvement
5	4	3	2	1

THANK YOU FOR YOUR COOPERATION

GOALS

1. As you come into this course, what are your objectives?

Indicate your choices by writing the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or a career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Objectives
First priority goal	____
Second priority goal	____
Third priority goal	____

2. Indicate to what extent you agree with each of the following statements.

(Circle the appropriate number.)

	Strongly Disagree				Strongly Agree
a. I know what I want to do with my life	5	4	3	2	1
b. I feel in control of my life	5	4	3	2	1
c. I accept the traditional roles of women	5	4	3	2	1
d. I am self-confident	5	4	3	2	1
e. I have a strong concept of who I am	5	4	3	2	1

3. In what ways have you participated in the Women's Re-entry Program -- not including other college involvement?

# of courses completed _____
# of hours counseling _____
# of public events _____

4. What is your current student status?

a. Full-time student working towards a degree _____

b. Part-time student working towards a degree _____

c. Part-time student not working towards a degree _____

d. Not a student, but have participated in Re-entry Program activities _____

5. What was your educational level when you entered the Women's Re-entry Program?

(Check one.)

a. Less than a high school diploma _____

b. High school diploma only _____

c. Some college _____

d. Associate degree or professional certificate _____

e. Bachelor's degree _____

f. Master's degree or higher _____

g. Other (Specify): _____ _____

_____

6. Immediately prior to your participation in the Women's Re-entry Program, were you:

(Check all applicable.)

a. Enrolled in a degree or professional training program _____

b. Employed full-time _____

c. Employed part-time _____

d. Doing volunteer work _____

e. Full-time homemaker _____

f. Other (Specify): _____ _____

7. How were you referred to the Women's Re-entry Program?

(Check one.)

a. Referred by a friend _____

b. Referred by a community agency _____

c. Referred by college advisor or admissions counselor _____

d. Came on my own _____

e. Other (Specify): _____ _____

_____

8. How did you first hear about the Re-entry Program?

(Check one.)

a. Direct mailing from the program or college _____

b. Mass media (e.g., newspapers, radio, T.V.) _____

c. Through community organization or event _____

d. Through campus organization or event _____

e. Word of mouth _____

f. Other (Specify): _____ _____

_____

9. What is your sex? Female _____ Male _____

10. How old are you? _____ years old

11. What is your marital status? (Check one)

a. Single (never married) _____

b. Married / Living with mate _____

c. Divorced _____

d. Widowed _____

e. Separated _____

12. How many children do you have who are living at home? Number

    a. Preschool age _____

    b. School age _____

13. What is your approximate family income?

    a. Less than $8,000 _____

    b. $8,000 - $15,000 _____

    c. $15,000-$25,000 _____

    d. Over $25,000 _____

14. Are you:

    a. White _____

    b. Black _____

    c. Oriental _____

    d. Hispanic _____

    e. American Indian _____

    f. Other (Specify): _____ _____

    _____

15. What is your date of birth? (We are asking for this information for purposes of questionnaire comparison only, and not for purposes of identification.)

    _____
    Date of Birth

GOALS

1. Of the goals listed below, which THREE do you think <u>are</u> most important to the Women's Re-entry Program?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, inellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize the college community to the needs of women

h. Prepare women to meet specific short term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activities

j. Other (Specify): _____

_____

	Goals
First priority goal	____
Second priority goal	____
Third priority goal	____

2. Listed below are several possible objectives for women who are entering or leaving the Women's Re-entry Program.

What were the THREE most important objectives for you when you entered the program? What are they now?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goal (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____

	Upon Entrance	Now
Most important objective	____	____
Second most important objective	____	____
Third most important objective	____	____

2 A. List below the THREE objectives that you indicated above were most important to you Upon Entrance to the program. Indicate your degree of satisfaction with the progress you made in achieving these objectives. Circle the appropriate number.

	Little or no Satisfaction				Great Satisfaction
a. _____	5	4	3	2	1
b. _____	5	4	3	2	1
c. _____	5	4	3	2	1

3. Indicate to what extent you agree with each of the following statements.

(Circle the appropriate number.)	Strongly Disagree				Strongly Agree
a. I know what I want to do with my life	5	4	3	2	1
b. I feel in control of my life	5	4	3	2	1
c. I accept the traditional roles of women	5	4	3	2	1
d. I am self-confident	5	4	3	2	1
e. I have a strong concept of who I am	5	4	3	2	1

3 A. Indicate to what extent participation in the Re-entry Program has influenced the way you view yourself with respect to each of the following categories.

(Circle the appropriate number.)	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

4. Given present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

5. Indicate below how important the provision of each of the following items is to you.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Transportation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

5 A. List those items in question #5 that are not and should be available to women in the Re-entry Program.

_____

_____

_____

_____

6. Indicate below how important the provision of each of the following services is to you.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude, interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

6. A. List those services in question #6 that are not but should be available to women in the Re-entry Program.

_____

_____

_____

_____

_____

7. Have you used the counseling services available to women in the Re-entry Program?

Yes _____ No _____

7 A. If Yes, to what extent did these services satisfy your needs?

(Circle the appropriate number.)

Little or no Satisfaction				Great Satisfaction
5	4	3	2	1

8. Do you feel that you received adequate orientation to the Women's Re-entry Program?

Yes _____ No _____

9. Did you participate in any public events sponsored by the Re-entry Program before registering for a class or for counseling?

Yes _____ No _____

10. Which of the following types of public events did you participate in over the past year?

(Check all applicable.)

a. Film series ____

b. Orientation/Open House ____

c. One-day or weekend workshops (e.g., career health, money-management, etc.) ____

d. Field trips ____

e. Lecture series (e.g., brown bag lunches, career opportunities, etc.) ____

f. Other (Specify): _____ ____

_____

11. To what extent do teachers emphasize the use of the following instructional methods in your classes?

(Circle the appropriate number.)	No Emphasis				Great Emphasis
a. Lecture	5	4	3	2	1
b. Class discussion	5	4	3	2	1
c. Pair or small group discussion	5	4	3	2	1
d. Simulated learning situations (e.g., role-playing)	5	4	3	2	1
e. Programmed materials	5	4	3	2	1
f. Independent learning center	5	4	3	2	1
g. Individualized assignments	5	4	3	2	1
h. Homework	5	4	3	2	1
i. Guest speaker(s)	5	4	3	2	1
j. Other (Specify): _____	5	4	3	2	1

_____

12. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

	Little or no Interference			Great Interference		Not Relevant
a. Irregular attendance	5	4	3	2	1	NR
b. Students other than Re-entry women in classes	5	4	3	2	1	NR
c. Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d. Short length of course	5	4	3	2	1	NR
e. Lack of group cohesion	5	4	3	2	1	NR
f. Lack of adequate support services	5	4	3	2	1	NR
g. Outside commitments of women	5	4	3	2	1	NR
h. Inappropriate teaching methods	5	4	3	2	1	NR
i. Lack of appropriate materials	5	4	3	2	1	NR
j. Other (Specify): _____	5	4	3	2	1	NR

_____

13. How important to you is it that teachers help you with personal and/or vocational problems?

(Circle the appropriate number.)

Not Important			Very Important	
5	4	3	2	1

14. What time of day is most convenient for you to attend class(es)? (Check one.)

a. Weekdays 9-12 _____

b. Weekdays 12-3 _____

c. Weekdays 3-6 _____

d. Weekdays 6-9 _____

e. Weekends _____

15. Where would you prefer to attend class(es)? (Check one.)

a. At the community college _____

b. At a convenient community location _____

c. No preference _____

16. How far do you travel to participate in the Re-entry Program? (Check one.)

a. 0-5 miles _____

b. 6-14 miles _____

c. 15-25 miles _____

d. Over 25 miles _____

17. What is your date of birth? (We are asking for this information for purposes of questionnaire comparison only, and not for identification purposes.)

_____
Date of Birth

GOALS

1. Of the goals listed below, which THREE do you think <u>should</u> be most important to the Women's Re-entry Program?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize the college community to the needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activities

j. Other (Specify): _____

_____

	Goals
First priority goal	____
Second priority goal	____
Third priority goal	____

2. Listed below are several objectives for women who are entering or leaving the Women's Re-entry Program.

What were the THREE most important objectives for you when you entered the the program? What are they now?

Indicate your choices by writing the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

	Upon Entrance	Now
Most important objective	_____	_____
Second most important objective	_____	_____
Third most important objective	_____	_____

2 A. List below the three objectives that you indicated above were most important to you Upon Entrance to the program. Circle the number that best indicates your degree of satisfaction with the progress you made in achieving these particular objectives.

	Little or no Satisfaction				Great Satisfaction
a. _____	5	4	3	2	1
b. _____	5	4	3	2	1
c. _____	5	4	3	2	1

Supplement

1 S. Is (should) counseling be required for women in the Re-entry Program who take classes?

Yes _____ No _____

2 S. What kind of counseling is (should be) available?

(Check all applicable.)

a. Academic _____

b. Vocational and/or career _____

c. Personal _____

d. No counseling is available _____

3 S. Have you taken any tests (e.g., interest, achievement) while participating in the Women's Re-entry Program?

Yes _____ No _____

3 S A. If Yes, indicate in the Test Taken column which of the following kinds of tests you have taken, and indicate in the Useful column how useful each was to you.

(Circle the appropriate number.)

	Test Taken	Not Useful				Very Useful
a. Aptitude	_____	5	4	3	2	1
b. Interest	_____	5	4	3	2	1
c. Vocational preference	_____	5	4	3	2	1
d. Personality	_____	5	4	3	2	1
e. Achievement	_____	5	4	3	2	1
f. Other (Specify): _____	_____	5	4	3	2	1

_____

3. Indicate to what extent you agree with each of the following statements.

(Circle the appropriate number.)	Strongly Disagree				Strongly Agree
a. I know what I want to do with my life	5	4	3	2	1
b. I feel in control of my life	5	4	3	2	1
c. I accept the traditional roles of women	5	4	3	2	1
d. I am self-confident	5	4	3	2	1
e. I have a strong concept of who I am	5	4	3	2	1

3 A. Indicate to what extent participation in the Re-entry Program has influenced the way you view yourself with respect to each of the following categories.

(Circle the appropriate number.)	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

4. Given present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

STUDENT # 2B
Intended Practice

5. Indicate below how important the provision of each of the following items is to you.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Transportation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

5 A. List those items in question #5 that are not but should be available to women in the Re-entry Program.

_____

_____

_____

_____

_____

STUDENT #2B
Intended Practice

6. Indicate below how important the provision of each of the following services is to you.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude, interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

6. A. List those services in question #6 that are not but should be available to women in the Re-entry Program.

_____

_____

_____

_____

_____

7. Have you used the counseling services available to women in the Re-entry Program?

Yes _____ No _____

7 A. If Yes, to what extent did these services satisfy your needs?

(Circle the appropriate number.)

Little or no Satisfaction				Great Satisfaction
5	4	3	2	1

8. Do you feel that you received adequate orientation to the Women's Re-entry Program?

Yes _____ No _____

9. Did you participate in any public events sponsored by the Re-entry Program before registering for a class or for counseling?

Yes _____ No _____

10. Which of the following types of public events did you participate in over the past year?

(Check all applicable.)

a. Film series ____

b. Orientation/Open House ____

c. One-day or weekend workshops (e.g., career health, money-management, etc.) ____

d. Field trips ____

e. Lecture series (e.g., brown bag lunches, career opportunities, etc.) ____

f. Other (Specify): _____ ____

_____

11. To what extent <u>should</u> teachers emphasize the use of the following instructional methods, given present budget and personnel constraints?

(Circle the appropriate number.)

	No Emphasis				Great Emphasis
a. Lecture	5	4	3	2	1
b. Pair or small group discussion	5	4	3	2	1
c. Class discussion	5	4	3	2	1
d. Simulated learning situations (e.g., role-playing).	5	4	3	2	1
e. Programmed materials	5	4	3	2	1
f. Independent training center	5	4	3	2	1
g. Individualized assignments	5	4	3	2	1
h. Homework	5	4	3	2	1
i. Guest speaker(s)	5	4	3	2	1
j. Other (Specify): _____	5	4	3	2	1

_____

12. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

	Little or no Interference				Great Interference	Not Relevant
a. Irregular attendance	5	4	3	2	1	NR
b. Students other than Re-entry women in classes	5	4	3	2	1	NR
c. Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d. Short length of course	5	4	3	2	1	NR
e. Lack of group cohesion	5	4	3	2	1	NR
f. Lack of adequate support services	5	4	3	2	1	NR
g. Outside commitments of women	5	4	3	2	1	NR
h. Inappropriate teaching methods	5	4	3	2	1	NR
i. Lack of appropriate materials	5	4	3	2	1	NR
j. Other (Specify): _____	5	4	3	2	1	NR

_____

13. How important to you is it that teachers help you with personal and/or vocational problems?

(Circle the appropriate number.)

Not Important				Very Important
5	4	3	2	1

14. What time of day is most convenient for you to attend class(es)? (Check one.)

a. Weekdays 9-12 _____

b. Weekdays 12-3 _____

c. Weekdays 3-6 _____

d. Weekdays 6-9 _____

e. Weekends _____

15. Where would you prefer to attend class(es)? (Check one.)

a. At the community college _____

b. At a convenient community location _____

c. No preference _____

16. How far do you travel to participate in the Re-entry Program? (Check one.)

a. 0-5 miles _____

b. 6-14 miles _____

c. 15-25 miles _____

d. Over 25 miles _____

17. What is your date of birth? (We are asking for this information for purposes of questionnaire comparison only, and not for identification purposes.)

_____
Date of Birth

GOALS

1. Of the goals listed below, select the THREE that you think are most important to the Women's Re-entry Program and the THREE that you think should be most important.

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare women for jobs or careers

e. Help women secure diploma, degree, or certificate

f. Prepare women for further education

g. Sensitize college community to needs of women

h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)

i. Increase effective participation in community activites

j. Other (Specify): _____

_____

	Current Practice	Your Opinion
First priority goal	____	____
Second priority goal	____	____
Third priority goal	____	____

2. To what extent do you believe that (a) the program director, (b) students, and (c) other teachers would agree with your ranking of Current Practice goals?

(Circle the appropriate number.)

	Little or no Agreement				Close Agreement
a. Program director	5	4	3	2	1
b. Students	5	4	3	2	1
c. Other teachers	5	4	3	2	1

3. Based on your experience, what are the average woman's personal objectives when she first enters the Women's Re-entry Program? What are they when she leaves?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

Women's Objectives

a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)

b. Foster self-confidence, self-exploration, and decision making

c. Foster understanding of the relationship between personal problems and women's issues

d. Prepare for a job or career

e. Secure diploma, certificate, or degree

f. Prepare for further education

g. Prepare for specific short-term goals (e.g., resume-writing, skill-training)

h. Increase participation in community activities

i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

j. Other (Specify): _____

_____	Upon Entrance	Upon Completion
First priority goal	____	____
Second priority goal	____	____
Third priority goal	____	____

4. Indicate to what extent you think the Women's Re-entry Program influences the way the average woman feels about each of the following categories.

(Circle the appropriate number.)

	Little or no Influence				Great Influence
a. Goal specificity and direction	5	4	3	2	1
b. Feeling of control over own life	5	4	3	2	1
c. Traditional roles of women	5	4	3	2	1
d. Self-confidence	5	4	3	2	1
e. Self-concept	5	4	3	2	1

5. As it now operates, do you think the program should be trying to recruit a special population of women?

Yes _____ No _____

5 A. If Yes, place a checkmark by those groups which you think should be given priority.

a. Welfare recipients _____

b. Unemployed working women _____

c. Employed women _____

d. Working-class women _____

e. Middle and upper-middle-class women _____

f. Divorced/Widowed women _____

g. Women 55 years old and over _____

h. Minority group (Specify): _____ _____

_____

i. Other (Specify): _____ _____

_____

6. Given the present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Successful				Very Successful
5	4	3	2	1

7. Who should have principal responsibility for decisions in the program?

Indicate for those areas that appear below, the number of the person or group that should have principal responsibility for that particular area in the appropriate space.

1. Director
2. Counselor
3. Teacher
4. Administrative Staff
5. Supervising Dean
6. Other (Specify below)

	# of Person or Group with Principal Responsibility
a. Recruitment	_____
b. Curriculum development	_____
c. Instructional methods	_____
d. Counseling	_____
e. Community liaison	_____
f. Support services (e.g., child care)	_____
g. Development of program goals	_____

8. Given the program as it is presently operating, to what extent <u>should</u> there be student participation in each of the following activities?

(Circle the appropriate number.)

	No Participation				Much Participation
a. Evaluating their own performance	5	4	3	2	1
b. Teacher evaluation	5	4	3	2	1
c. Course evaluation	5	4	3	2	1
d. Program evaluation	5	4	3	2	1
e. Planning individual course content	5	4	3	2	1
f. Developing teaching materials	5	4	3	2	1
g. Program planning	5	4	3	2	1
h. Recruitment	5	4	3	2	1
i. Other (Specify): _____	5	4	3	2	1

_____

9. How much influence should each of the following criteria have on the selection of teachers, given the program as it is presently conceived?

(Circle the appropriate number.)

	Little or no Influence				Great Influence
a. Regular college faculty member	5	4	3	2	1
b. Experience teaching adults	5	4	3	2	1
c. Experience in counseling	5	4	3	2	1
d. Personality traits	5	4	3	2	1
e. Returning woman herself	5	4	3	2	1
f. Sympathetic to women's movement	5	4	3	2	1
g. Educational background	5	4	3	2	1
h. Other (Specify): _____	5	4	3	2	1

_____

10. We are interested in your feelings concerning administrative/supervisory aspects of the Women's Re-entry Program. Please indicate the extent to which you agree or disagree with the following statements.

(Circle the appropriate number.)

	Strongly Disagree				Strongly Agree
a. The director is aware of most important problems of teachers	5	4	3	2	1
b. The director gives adequate feedback on how I am doing in my job	5	4	3	2	1
c. The director relies mostly on student attendance records to judge my performance	5	4	3	2	1
d. I get adequate help with problems from the director	5	4	3	2	1
e. I have a great deal of autonomy in my job	5	4	3	2	1
f. The director does a good job of supplying the necessary support services and materials for the Re-entry Program	5	4	3	2	1
g. There is adequate in-service education for staff in the Re-entry Program	5	4	3	2	1
h. The Re-entry Program receives strong support from the college administration	5	4	3	2	1

11. Approximately how many times during the past academic year did you meet professionally with the director?

	Number of Times
a. In an individual conference	_____
b. With a group of teachers or other staff	_____

12. Place a checkmark next to each topic which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

Topics	Topics Covered	Priority Needs
a. Program orientation: objectives, procedures, current developments, plans, reports	_____	_____
b. Differences in teaching men and women	_____	_____
c. Philosophy of adult education	_____	_____
d. Understanding the student population (e.g., ethnic group differences)	_____	_____
e. Methods of instruction	_____	_____
f. Diagnosis of student needs	_____	_____
g. Counseling students	_____	_____
h. Philosophy of women's movement	_____	_____
i. Other (Specify): _____	_____	_____

_____ _____

13. Indicate the relative importance which <u>should</u> be assigned each of the following factors, given the program as it is presently operating.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Transportation	5	4	3	2	1
b. Scheduling of classes at times convenient to women	5	4	3	2	1
c. Different admissions requirements for college entrance	5	4	3	2	1
d. Full-time program administrator	5	4	3	2	1
e. Different course requirements for regular academic courses	5	4	3	2	1
f. Modified college registration procedures	5	4	3	2	1
g. Women going through a sequence of classes together as a group	5	4	3	2	1
h. Access to regular college services for women participating in the program	5	4	3	2	1

13 A. List those items in question #13 that are not but should be available to women in the program.

_____

_____

_____

14. Indicate the relative importance which <u>should</u> be assigned each of the following services, given the program as it is presently operating.

(Circle the appropriate number.)

	Little or no Importance				Great Importance
a. Course work (credit and/or non-credit)	5	4	3	2	1
b. Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c. Counseling	5	4	3	2	1
d. Testing (e.g., aptitude, interest)	5	4	3	2	1
e. Job placement and referral	5	4	3	2	1
f. Child care	5	4	3	2	1
g. Financial aid	5	4	3	2	1
h. Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i. Self-help group, consciousness-raising/support groups	5	4	3	2	1
j. Women's resource library	5	4	3	2	1
k. Referrals to community agencies	5	4	3	2	1
l. Remedial/Refresher work	5	4	3	2	1

14 A. List those services in question # 14 that are not but should be available to women.

_____

_____

_____

15. To what extent do you think counseling services are satisfying the needs of women in the Re-entry Program?

(Circle the appropriate number.)

Little or no Satisfaction				Great Satisfaction
5	4	3	2	1

16. As the program is presently conceived, who should have the primary responsibility for orienting new students to the program?

(Check one.)

a. Director _____

b. Counselor(s) _____

c. Teacher(s) _____

d. Women participants _____

e. Aide(s) or Volunteer(s) _____

f. Other (Specify): _____ _____

_____

17. To what extent do you emphasize the use of each of the following instructional methods?

(Circle the appropriate number.)

	No Emphasis				Great Emphasis
a. Lecture	5	4	3	2	1
b. Pair or small group discussions	5	4	3	2	1
c. Class discussion	5	4	3	2	1
d. Simulated learning situations (e.g., role-playing)	5	4	3	2	1
e. Programmed materials	5	4	3	2	1
f. Independent learning center	5	4	3	2	1
g. Individualized assignments	5	4	3	2	1
h. Homework	5	4	3	2	1
i. Guest Speaker(s)	5	4	3	2	1
j. Other (Specify): _____	5	4	3	2	1

18. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

	Little or no Interference				Great Interference	Not Relevant
a. Irregular attendance	5	4	3	2	1	NR
b. Students other than Re-entry women in classes	5	4	3	2	1	NR
c. Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d. Short length of course	5	4	3	2	1	NR
e. Lack of group cohesion	5	4	3	2	1	NR
f. Lack of adequate support services	5	4	3	2	1	NR
g. Outside commitments of women	5	4	3	2	1	NR
h. Inappropriate teaching methods	5	4	3	2	1	NR
i. Lack of appropriate materials	5	4	3	2	1	NR
j. Other (Specify): _____	5	4	3	2	1	NR

_____

19. In addition to performing an instructional role, teachers may help students with personal and/or vocational problems. In the Women's Re-entry Program, how important should it be for teachers to help students with these problems?

(Circle the appropriate number.)

Not Important				Very Important
5	4	3	2	1

20. All things considered, how satisfied are you with your present position in the Women's Re-entry Program?

a. Very satisfied _____

b. Moderately satisfied _____

c. Dissatisfied _____

TEACHER
Supplement

1 S. Given staff and budget limitations, should counseling be required for women in the Re-entry Program who take classes?

Yes _____ No _____

2 S. Should there be an initial assessment of student achievement and/or aptitude level in the Re-entry Program as it is presently conceived?

Yes _____ No _____

2 S A. If Yes, given present budgetary and staff limitations, by what method(s) should an initial assessment of student achievement and/or aptitude level be done?

(Check all applicable.)

a. Standardized tests ____

b. Interviews (Specify with whom): _____ ____

c. Previous records ____

d. Other (Specify): _____ ____

_____

3 S. Given the program as it is presently operating, what kinds of tests should be available to women in the Re-entry Program?

(Check all applicable.)

a. Aptitude ____

b. Interest ____

c. Vocational preference ____

d. Personality ____

e. Achievement ____

f. Other (Specify): _____ ____

_____ _____

g. No tests should be given ____

4 S. If you indicated tests should be available, who <u>should</u> have principal responsibility for administering tests, given present program constraints?

a. Director of Women's Re-entry Program _____

b. Counselor(s) in the Re-entry Program _____

c. Teacher(s) in the Re-entry Program _____

d. Aide(s) or volunteer(s) _____

e. Other (Specify): _____ _____

_____

5 S. How many courses do you presently teach in the Women's Re-entry Program?

Number: _____

6 S. Indicate below, the kind(s) of Re-entry Program courses you taught during the past academic year.

a. Personal direction-finding _____

b. Social science and humanities courses dealing with women _____

c. "How-to" courses _____

d. Recreation/Enrichment _____

e. Health/Sexuality _____

f. Remedial/Refresher _____

g. Academic _____

h. Vocational training _____

i. Other (Specify): _____ _____

_____

7 S. Do you make a written evaluation of student progress at the end of your course(s) (e.g., grades, progress reports, etc.)?

Yes _____ No _____

8 S. Approximately what percentage of enrolled students are absent at any one class meeting?

_____%

9 S. What is the average drop-out rate of the class(es) that you teach in the program?

_____%

10 S. Do you teach with:

a. Another teacher Yes _____ No _____

b. An aide Yes _____ No _____

10 S A. If you teach with an aide, what does he/she do?

a. Mostly assists in teaching _____

b. Mostly tutors _____

c. Mostly performs administrative or clerical tasks _____

d. Other (Specify): _____ _____

_____

11 S. How many people are presently in the Women's Re-entry Program course(s) that you are teaching?

(Give the average in a class if you teach more than one course.)

Number: _____

TEACHER
Supplement

12 S. What is your sex? Female _____ Male _____

13 S. How old are you? _____years old

14 S. Are you:

a. White _____

b. Black _____

c. Oriental _____

d. Hispanic _____

e. American Indian _____

f. Other (Specify): _____ _____

_____

15 S. What is your educational background?

a. High school diploma _____

b. A.A. _____

c. B.A. _____

d. M.A., specialization in _____ _____

e. Doctorate, specialization in _____ _____

16 S. What is the basis of your appointment in the College?

a. Tenured _____

b. Not tenurable _____

c. On tenure track _____

17 S. Are you employed in the Women's Re-entry Program on a part-time or full-time basis?

(Check one.)

a. Part-time _____

b. Full-time _____

17 S A. If part-time are you:

a. Employed full-time at the college _____

b. Employed full-time elsewhere _____

c. Employed part-time elsewhere _____

d. No other current employment _____

e. Student _____

18 S. If you have other employment, is it:

a. College or university teaching _____

b. Employed in business or industry _____

c. Employed in social service or community agency _____

d. Elementary or secondary school teacher _____

e. Other (Specify): _____ _____

_____

19 S. How long have you been associated with this Women's Re-entry Program?

_____years

20 S. About how many years of experience had you had teaching adults?

_____years

21 S. How involved are you with the women's movement?

(Circle the appropriate number.)

No Involvement				Great Involvement
5	4	3	2	1

IV

ANALYZING YOUR FINDINGS

You have undertaken this evaluation, presumably, so that you will have a better understanding of how your program is functioning. Analysis of the data you have collected will enable you to identify those parts of the program that are operating well, and those that may need strengthening.

One of the ultimate goals of this evaluation is to open up areas for further discussion and thought. The Center for Adult Education has found that small group meetings after completion of the questionnaire has often led to other problem areas. It also gives people the time to qualify or add to their written responses. The questionnaire responses alone, especially if the evaluation is being done by an outside evaluator, may give a one-sided picture of how the program is perceived.

It may not be possible for you to find the time necessary to analyze the data you have collected. Your evaluation committee can share in this function. In doing so, the members will themselves undergo a valuable educational experience both in assessment techniques and in learning about their re-entry program. As stated earlier, unless the program is unusually large, you probably will not need a computer. Automated data processing may be desirable when there is a large amount of data and many sources of information to be analyzed. One contribution that data processing personnel can make, is to help plan the forms that will be used to collect and record data, such as questionnaires, interview, etc., so that punch cards can be prepared directly from them.

The components of this analysis are: (1) description of current practice; (2) comparison of discrepancies in current practice; (3) description of intended practice; (4) comparison of discrepancies in intended practice; (5) comparison of discrepancies between current and intended practice; (6) comparison of information gathered with information about external standards if these are available.

Analysis of Intended Practice Data

The information you have gathered about intended practice reflects intents, expectations, and serious aspirations. The data describe what various respondents see as desirable and feasible. One way of analyzing this data is to find out how much consensus there is for respondents concerning a specific category. For example, what do respondents feel should be the goals of the program? This can be done within groups of respondents such as teachers, and between groups (e.g., between teachers and students). Brief summaries of the expectations of two or more categories of respondents can be prepared. The summaries should contain both statistical data and qualitative descriptions. They can then be compared.

Analysis of Current Practice Data

You have also gathered, from those questionnaires that deal with current practice, a description of the program as it is presently operating. This information can be helpful in understanding where differences occur between what participants expect and desire and what is actually happening. It can also be an indicator of the amount of communication that occurs among those involved with the program.

If you and your evaluation committee are undertaking the analysis yourselves, without the help of any outside technical expertise, you may find helpful the three sections that follow. They include a step-by-step guide to the analysis of the data you have collected, some examples of the kinds of charts you will need to tabulate your data, and a cross-index that shows the different groups who have addressed particular questions so that you can compare similarities and differences in responses.

Steps in Analysis

1. The first step in organizing an analysis of the data is to tabulate the responses to the different questions. Using blank questionnaires, or devising charts for each questions such as those that are provided on page 181 or by developing some other method of summarizing, tabulate the number of respondents indicating each possible answer. Calculate percentages. On questions that called for a response on a scale from 1 to 5, you may find it useful simply to refer to a rating of 1-2 as "high," 3 as "moderate," and 4-5 as "low." At the same time, however, you will be especially interested in the extremes, the 1's and the 5's, or ratings that are highest and lowest.

2. Within each group of respondents (students, teachers, counselors, etc.) identify major variations in expectation. You may wish to differentiate among respondents in some ways; for example, by teacher age, sex, or experience.

3. Use the charts supplied here or improvise your own method of comparing group responses to identify major variations in expectations among groups. The various questions in each group's questionnaire have been cross-indexed to make this task easier. In many cases, the obvious way to proceed is to compare percentages in each group that responded to an item the same way. If you are dealing with only a few respondents, it is probably better to deal in numbers rather than in percentages.

   In general, we suggest that if one half or more of the respondents in a particular category indicate an answer, then it can be considered significant.

In the sample given (see Chart #1, page 181) twenty teachers responded to the question asking them to rank women's goals in enrolling in the program. Their only significant first choice, chosen by ten of them, is "to foster self-confidence, self-exploration, and decision-making." There are no clear indications of second or third choices. Therefore, the best approach is to look at the categories that are in the top three. According to this method, "to foster self-confidence,"..."self-enrichment," "prepare women for jobs and careers," and "prepare for further education" are all in the top three.

Then compare the responses of the different groups. Do counselors indicate the same categories in the top three as the teachers, director, students, etc.?

4. Compare the expectations of various groups with reports on current practice. Check first to see if there are discrepancies between the Director's reports of current practice and students' reports of current practice (Student Questionnaire #2B). Then refer to the cross-index: compare groups expectations to current practice and report those variations that seem provocative or significant.

   It is very easy, but dangerous, to get bogged down in interesting but insignificant discrepancies. It is best to deal only with the most basic and observable differences, unless a more sophisticated statistical analysis is being attempted.

5. Check the major variations between Student Questionnaire #1 and Student Questionnaire #2A. Have significant changes in student expectations occurred between the beginning and the end of the program? Take a look at the corresponding reports by alumnae.

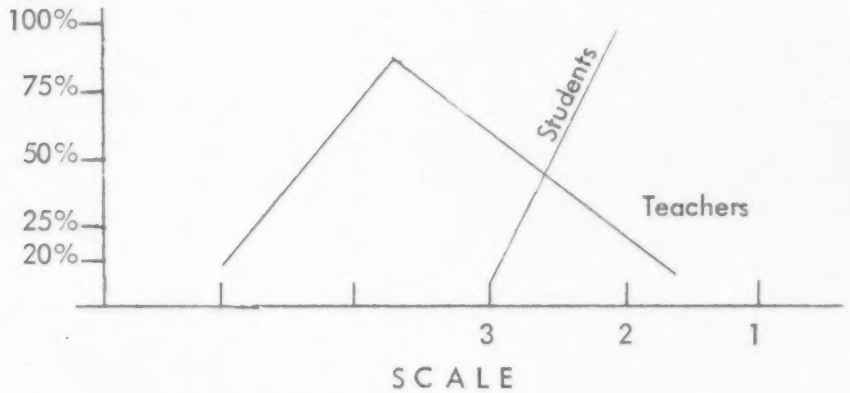
6. The data can be summarized in a number of ways. You may wish to experiment in order to find out what is the most meaningful and comprehensive approach for your program. The following are several suggestions:

   a. For the questions which have a 1-5 scale, you may want to show average or mean responses. If the numbers are large enough, plot the means. (This approach will be useful only for the questions that have a 1-5 scale). For example, on Chart IIA, the perceptions about how much the teachers, students, and director would agree with the respondent in the statement of a first priority goal would look like this:

```
5    4    3    2    1
     T         S  D
```

Looked at this way, it becomes clear that the director thinks she will have a great deal of agreement with the teachers, while the students as a group think they will have slightly less agreement, and the teachers think they will have somewhat less agreement among themselves.

b. Another method for summarizing the data is to plot the percentages on a graph. In Chart IIA a comparison of student and teacher responses would be graphed as follows:



This method shows the full range of responses and gives a fuller picture of perceptions than simply plotting the means does.

c. The ranking questions do not lend themselves as easily to this chart approach. For these questions, the simplest may be a listing of percentages on the appropriate chart.

7. Use this report as a point of departure for a series of staff discussions about differences in interpretation, communications problems, and legitimate differences in professional opinion about the program.

8. With your advisory committee, map out priorities for staff in-service training and changes in program and policy that have been suggested by the findings of the evaluation.

9. Plan and carry out proposed changes insofar as circumstances will permit.

SAMPLE CHARTS FOR TABULATING RESPONSES

CHART I SAMPLE TOP 3 GOALS FOR WOMEN'S RE-ENTRY PROGRAM (Intended Practice)

	Self-enrichment			Self-confidence, self-exploration, decision-making			Awareness of unique problems of women			Prepare for jobs and career			Secure diploma, degree, or certificate			Prepare for further education			Sensitize college to women's needs			Increase community participation			Prepare for short-term goals			Other
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
ADMINISTRATIVE STAFF N = 3	1			1	2		1				1	1			2													
ADVISORY BOARD N = 10		3			5	3	2			5	3	4					1	4										
ALUMNAE N = 25	8	10	3	16	5	4			3	1	6	5			4			5								5		
COLLEGE OFFICERS N = 2	1			1							2				1					1								
COMMUNITY AGENCY N = 7			2	4	3				1	3	1				2					3							2	
COUNSELORS N = 5				3	2						1					2	2	1			2						2	
PROGRAM DIRECTOR N = 1				1								1								1								
STUDENTS N = 25		5	5	15	10					5		1		5		5	5	3					1				10	
TEACHERS N = 20		7	5	10	8	2				5	3	3				4	2	5							1		5	

N= Number of persons responding

COMMENTS:

CHART II

TOP 3 GOALS FOR WOMEN'S RE-ENTRY PROGRAM (Current Practice)

	Self-enrichment			Self-confidence, self-exploration, decision-making			Awareness of unique problems of women			Prepare for jobs and career			Secure diploma, degree, or certificate			Prepare for further education			Sensitize college to women's needs			Increase community participation			Prepare for short-term goals			Other
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
ADMINISTRATIVE STAFF N =																												
ADVISORY BOARD N =																												
ALUMNAE N =																												
COLLEGE OFFICERS N =																												
COMMUNITY AGENCY N =																												
COUNSELORS N =																												
PROGRAM DIRECTOR N =																												
STUDENTS N =																												
TEACHERS N =																												

N= Number of persons responding

Instructions: Indicate in the appropriate space how many administrative staff members said that self-enrichment was a first priority goal. Continue this procedure for all possible goal selections and then repeat for Advisory Board, etc.

CHART IIA

AGREEMENT ON GOALS

COMPARISON GROUPS

Teachers

	L	M	H	L	M	H	L	M	H
DIRECTOR N=1			X						
TEACHERS N=10	2	6	2						
STUDENTS N=10		2	8						

L = Low rating (4-5)
M = Medium rating (3)
H = High rating (1-2)

Plot Averages

5 4 3 2 1
T S D

INSTRUCTIONS:

CHART III PERCEPTION OF WOMEN'S OBJECTIVES (Top 3 Objectives) - UPON ENTRANCE

	Self-enrichment			Self-confidence, self-exploration, decision-making			Awareness of unique problems of women			Prepare for jobs and career			Secure diploma, degree, or certificate			Prepare for further education			Obtain special benefits			Increase community participation			Prepare for short-term goals			Other
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
ADMINISTRATIVE STAFF N =																												
ADVISORY BOARD N =																												
ALUMNAE N =																												
COLLEGE OFFICERS N =																												
COMMUNITY AGENCY N =																												
COUNSELORS N =																												
PROGRAM DIRECTOR N =																												
STUDENTS Pre- N=																												
STUDENTS Post- N=																												
TEACHERS N =																												

N= Number of persons responding

Instructions: Indicate in the appropriate space how many administrative staff members said that self-enrichment was the first objective of women, upon entering the program, the second objective, and the third objective. Continue this procedure for all possible objectives and then repeat for Advisory Board, etc.

CHART IV

PERCEPTION OF WOMEN'S OBJECTIVES (Top 3 Objectives) - UPON COMPLETION

	Self-enrichment			Self-confidence, self-exploration, decision-making			Awareness of unique problems of women			Prepare for jobs and career			Secure diploma, degree, or certificate			Prepare for further education			Obtain special benefits			Increase community participation			Prepare for short-term goals			Other
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
ADMINISTRATIVE STAFF N =																												
ADVISORY BOARD N =																												
ALUMNAE N =																												
COLLEGE OFFICERS N =																												
COMMUNITY AGENCY N =																												
COUNSELORS N =																												
PROGRAM DIRECTOR N =																												
STUDENTS N =																												
TEACHERS N =																												

N= Number of persons responding

Instructions: Indicate in the appropriate space how many administrative staff members said that self-enrichment was the first objective of women, upon completing the program, the second objective, and the third objective. Continue this procedure for all possible objectives and then repeat for Advisory Board, etc.

CHART V

WOMEN'S SELF-ASSESSMENT OF THEIR CHARACTERISTICS

	Decision About Life			Control of Life			Traditional Roles of Women			Self-Confidence			Self-Concept		
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
Students (Pre) N=															
Students (Post) N=															
Alumnae N=															

L = Low rating (4-5)
M = Medium rating (3)
H = High rating (1-2)

N = Number of persons responding.

Instructions: Write in the number of students who indicated on the pre- questionnaire (Student Questionnaire #1) that they had little agreement—(low rating)-with the statement, "I know what I want to do with my life." Then write in the number who indicated some agreement—(Medium rating) -and, finally, how many had great agreement —(high rating). Do this for all statements, and then repeat for student responses on the post- questionnaire (Student Questionnaire #2B), and for alumnae.

CHART VI

DEGREE OF CHANGE IN WOMEN'S LIVES DUE TO PROGRAM

	Goal Specificity /Direction			Control Over Life			Traditional Roles of Women			Self-Confidence			Self-Concept		
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
Administrative Staff N=															
Alumnae N=															
Counselors N=															
Program Director N=															
Students (Post) N=															
Teachers N=															

L = Low rating (4-5)
M = Medium rating (3)
H = High rating (1-2)

N = Number of persons responding.

Instructions: Indicate the number of administrative staff members who said that women's "goal specificity and direction" had been little influenced by the program —(low rating)—the number who said it had been influenced some —(medium rating)— and the number who said it had been influenced greatly by the program —(high rating). Continue this for each category and then repeat for alumnae, etc.

CHART VII

College Officer Responses *

PROGRAM ADMINISTRATION
Decision-making Areas

	Recruitment	Curriculum Development	Instructional Methods	Counseling	Community Liaison	Support Services	Development of Goals
Administrator/ Supervisor							
Administrative Staff							
Advisory Board							
Board of Trustees							
Counselor							
President							
Program Director							
Teachers							
Women in Program							
No one							
Other							

* A similar chart should be made up for each group. This will aid the tabulation of responses from large groups. The totals should then be translated to Chart VIII for comparison. In this instance, write in how many college officers indicated that the administrator/supervisor should have ultimate responsibility for decisions on recruitment. Continue down the list, indicating how many said the administrative staff should have responsibility, etc. Then repeat this procedure for curriculum development, etc.

CHARTS VIII

PROGRAM ADMINISTRATION - (Ultimate Responsibility)

Recruitment *

	Administrative Staff (IP)	Advisory Board (IP)	College Officers (IP)	Counselors (IP)	Program Director (CP)	Teachers (IP)
Administrator/Supervisor						
Administrative Staff						
Advisory Board						
Board of Trustees						
Counselor						
President						
Program Director						
Teachers						
Women in Program						
No one						
Other						

IP = Intended Practice CP = Current Practice

* Similar charts should be prepared for each of the additional program components: curriculum development, instructional methods, counseling, etc.

CHART IX

PROGRAM SERVICES (Importance assigned to each service)

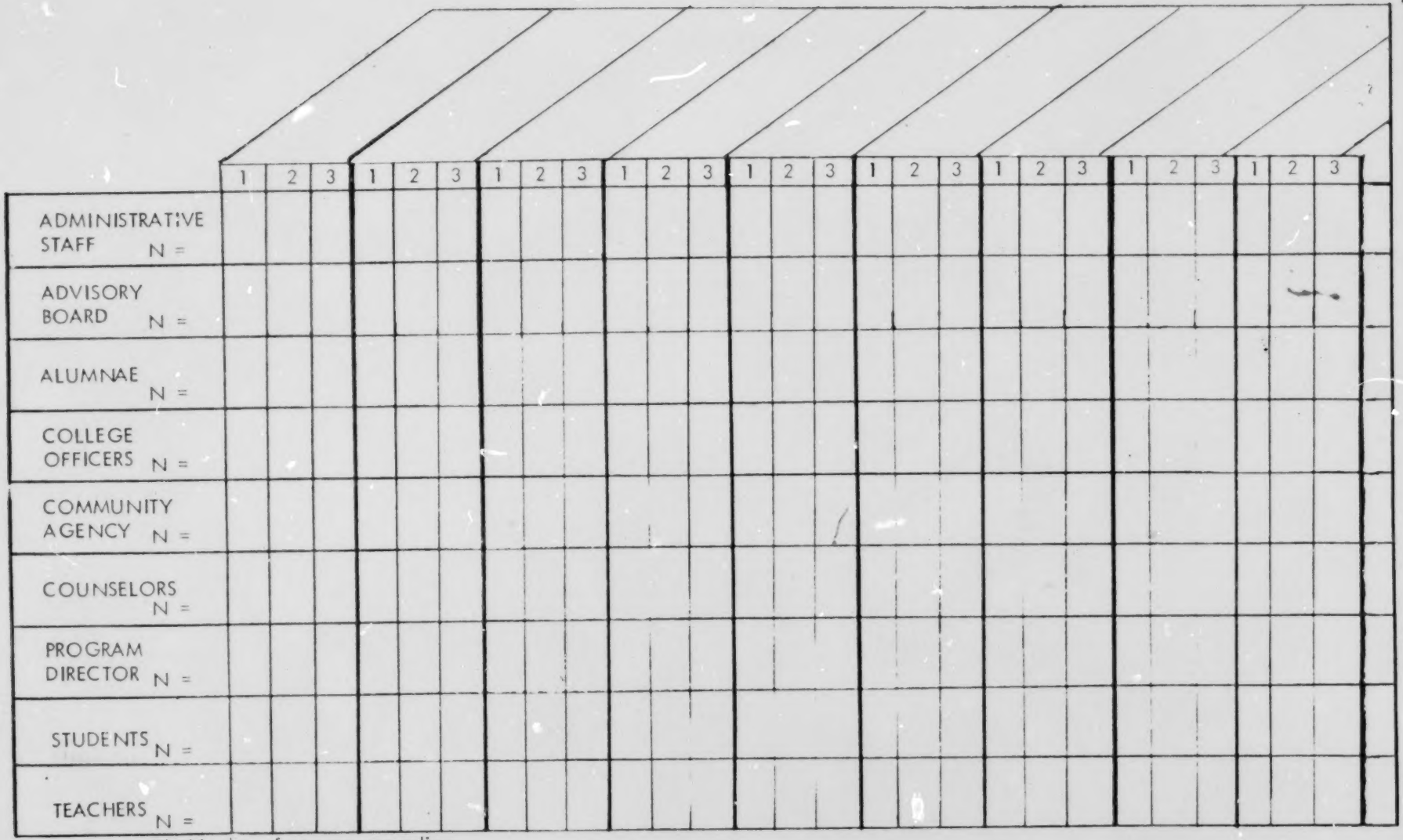
	Course Work			Public Events			Counseling			Testing			Job Placement			Child Care			Financial Aid			Women's Center			Self-help Groups			Resource Library			Community Agency			Remedial /Refresher		
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
ADMINISTRATIVE STAFF (IP) N=																																				
ALUMNAE (OP) N=																																				
COUNSELOR (IP) N=																																				
PROGRAM DIRECTOR (CP) N=																																				
STUDENTS (OP) N=																																				
TEACHERS (IP) N=																																				

N = Number of persons responding.

IP = Intended Practice CP= Current Practice OP = Opinion

L = Low rating (4-5)
M = Medium rating (3)
H = High rating (1-2)

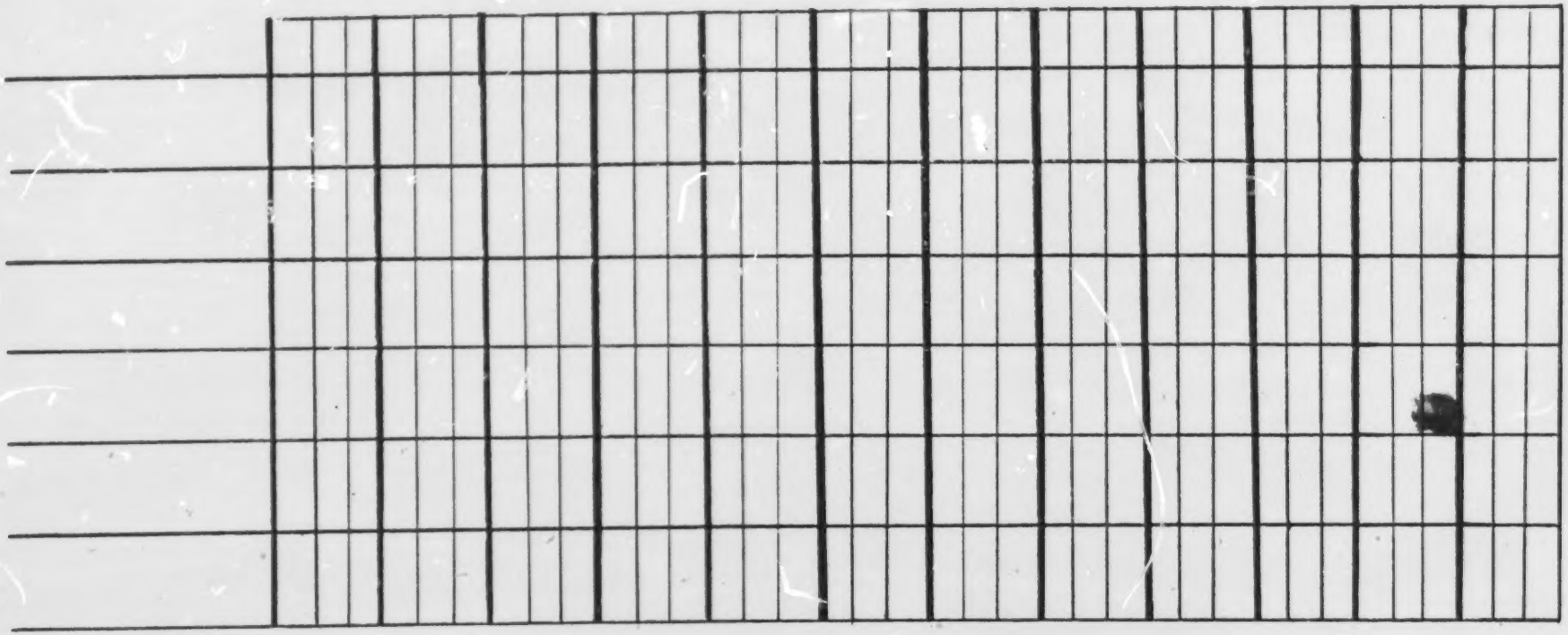
Instructions: Indicate how many administrative staff members said that course work had little importance (low rating), how many said it had some importance (medium rating), and how many said it was very important (high rating). Follow this procedure for each service listed, and then repeat for alumnae, etc.



	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
ADMINISTRATIVE STAFF N =																								
ADVISORY BOARD N =																								
ALUMNAE N =																								
COLLEGE OFFICERS N =																								
COMMUNITY AGENCY N =																								
COUNSELORS N =																								
PROGRAM DIRECTOR N =																								
STUDENTS N =																								
TEACHERS N =																								

N= Number of persons responding

COMMENTS:



207

208

Comparing Responses

A cross-index has been prepared to help you compare different responses to the questions. This will give you a wider perspective on such issues as goals, staffing, etc.

For instance, in the goal sections, in addition to knowing how each group ranks goals and objectives, it is also important to know who has ultimate resposibility for developing goals. How much time does the director spend on goals? How do enunciated goals compare with what each group sees as the participating women's objectives? Closely related to this issue of goals is that of recruitment. Is recruitment of a special population related to program goals? Is the program in fact getting the women it is trying to attract? If not, who is participating in the program? What kinds of administrative efforts are made in order to make program participation easier (i.e., hours of scheduling, grouping of women into cohorts, etc.) Not all of these questions will be pertinent to your situation. They are suggestions, from among which you should pick the most appropriate.

Once this has been completed, you should have a fairly accurate idea of how the program is functioning in each particular area, and where the problems may arise.

In the cross-index that follows, the questions have been rearranged according to topic:

A. Goals
   1. Program goals
   2. Women's objectives
   3. Program success
   4. Recruitment (questions dealing with such topics as population desired, population enrolled, administrative coordination of recruitment, financial aid, and fees.)

B. Organization and Administration
   1. General procedure
   2. Funding and budgeting
   3. Staffing and staff duties (this includes questions related to number and kinds of staff and their duties; duties compared with program goals; hiring; staff relations; in-service education; and use of volunteers.)
   4. Follow-up and evaluation
   5. Community liaison (general procedures and goals; advisory board functions and college relations)

C. Support Services (counseling, orientation, testing, child care, women's center, resource library, self-help groups and clubs, public events)

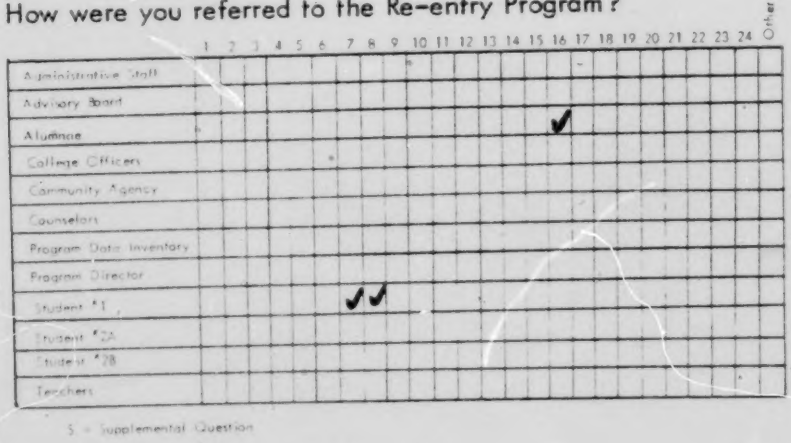
D. Curriculum and Instruction
   1. General procedure (general information about number of courses, sequencing, credit; opinion on program emphasis)
   2. Remedial/refresher courses
   3. Instructional methods

E. Personal Background Data (Optional) --This information would lend itself more to a research project that is trying to focus on staff characteristics. It is not feasible in all cases to analyze this data in regard to responses to other questions.

CROSS-INDEX

In the pages that follow, each question is shown in order to assist in locating the same or similar questions in the various questionnaires. The numbers across the top indicate the question numbers and the listing of questionnaires down the left side indicates which respondents were asked the question. In the example below, for instance, only the alumnae and students were asked how they heard about the program. For the Alumnae it is question #16 and for the Students it is questionnaire #1, question #7 and #8.

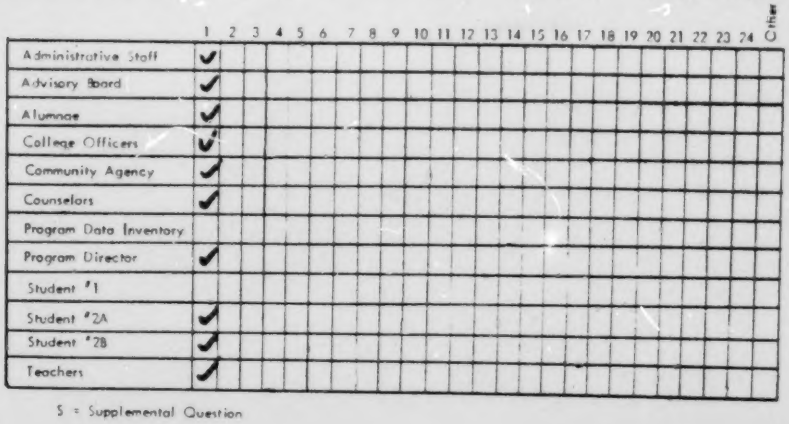
How did you first hear about the Re-entry Program?
How were you referred to the Re-entry Program?



← question number

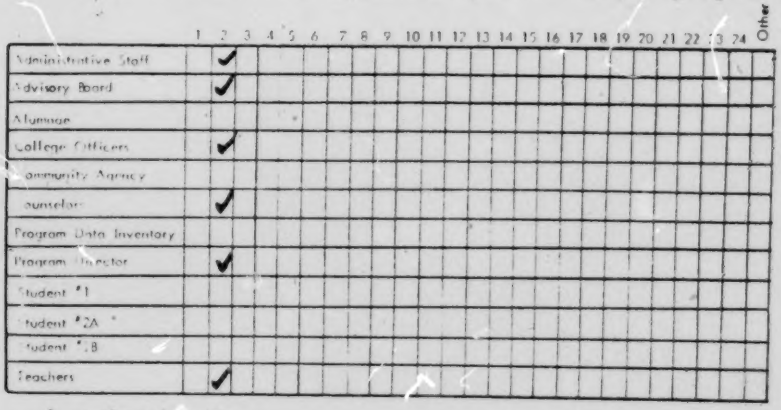
↑ questionnaire

What goals are most important to the Women's Re-entry Program?



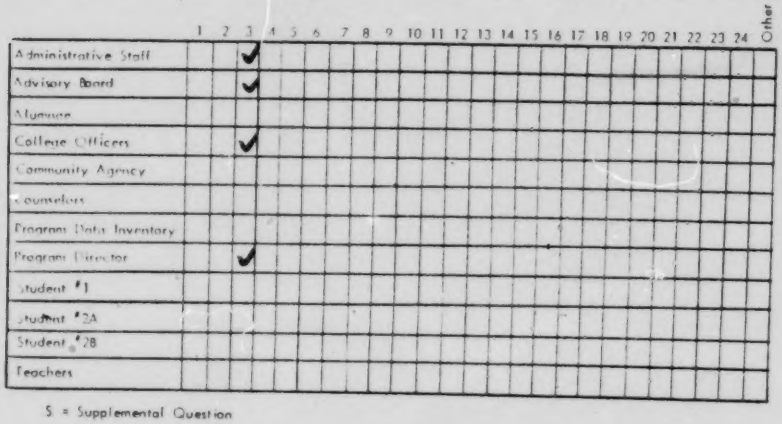
S = Supplemental Question

To what extent do you believe that teachers, counselors, students, and administrative staff would agree with your ranking of program goals?



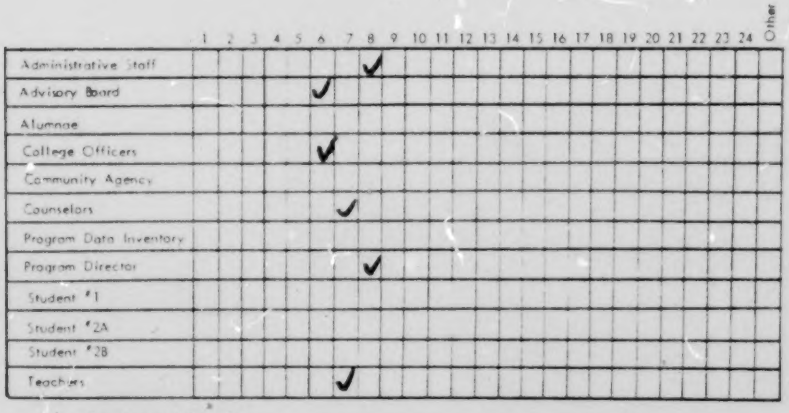
S = Supplemental Question

What factors most influence goal-setting and program priorities?



S = Supplemental Question

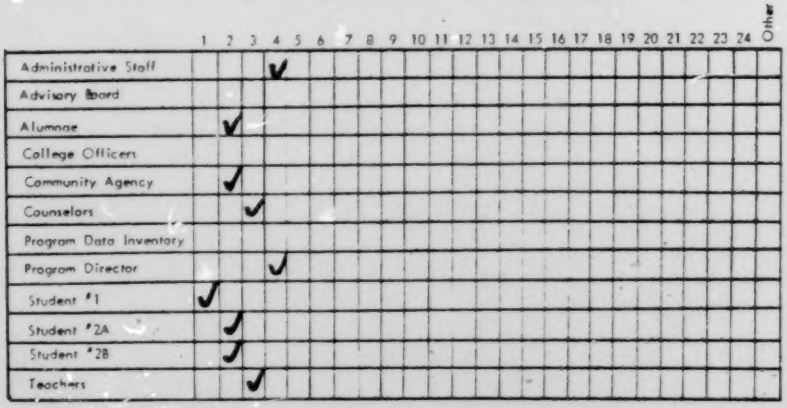
Who has principal responsibility for development of program goals?



S = Supplemental Question

How important a part of your work is establishing goals? Program Director #13S

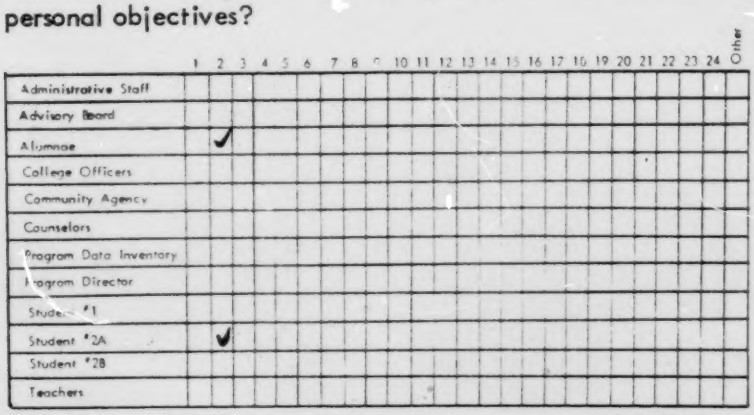
What are the average woman's personal objectives when she first enters and when she leaves the Re-entry Program?



S = Supplemental Question

Why did you leave the Women's Re-entry Program? Alumnae #13

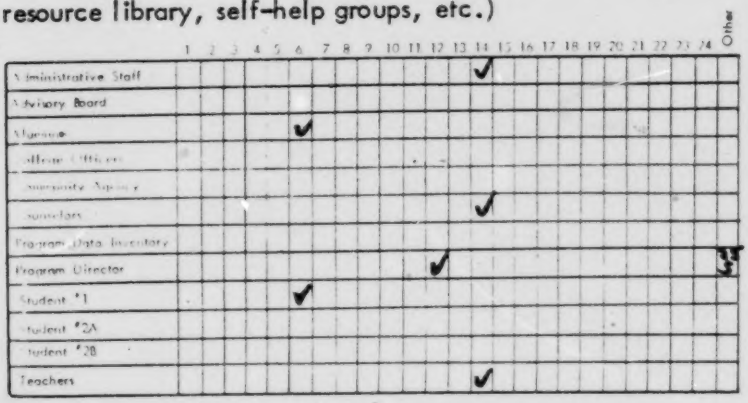
How satisfied are you with the progress you made in achieving your personal objectives?



S = Supplemental Question

What is your present occupation? Alumnae #15
Why did you leave the Women's Re-entry Program? Alumnae #13

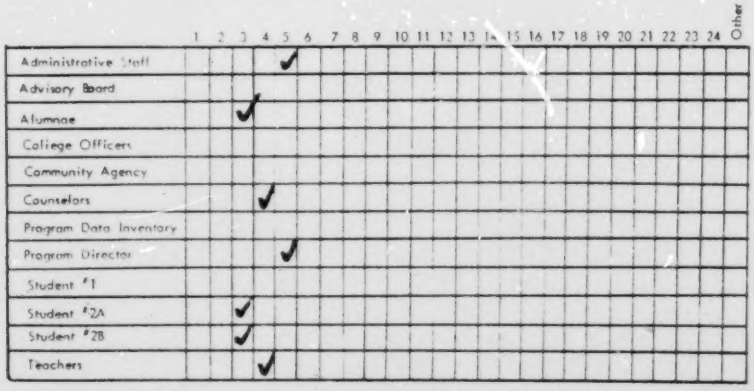
How important do you believe these services to be? (public events, resource library, self-help groups, etc.)



S = Supplemental Question

To what extent does the Re-entry Program influence the way the average woman feels about:

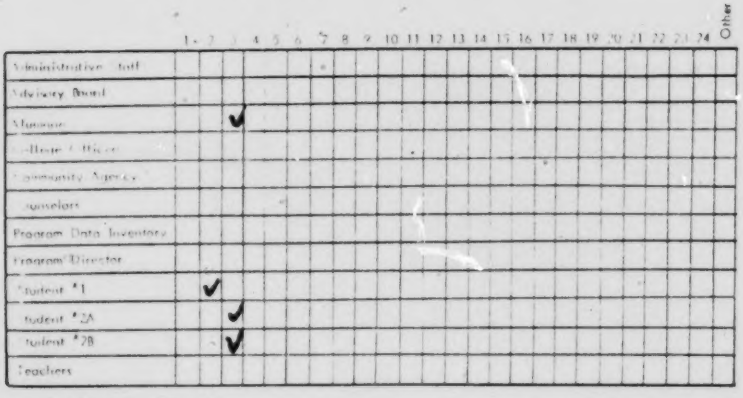
a. Goal specificity and direction
b. Feeling of control over own life
c. Traditional roles of women
d. Self-confidence
e. Self-concept



S = Supplemental Question

To what extent do you agree with the following statements?

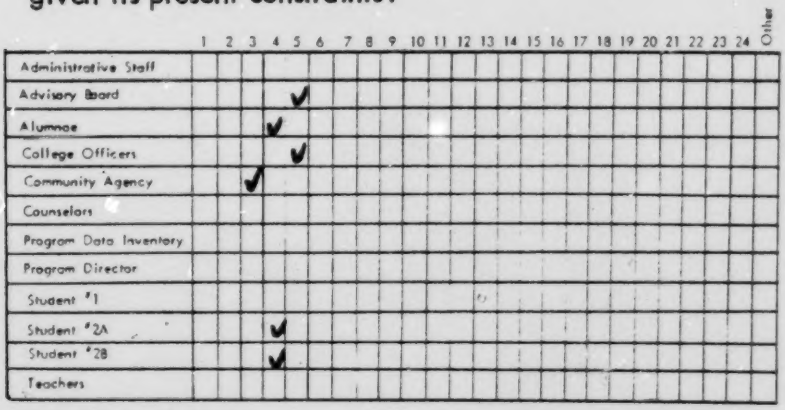
a. I know what I want to do with my life
b. I feel in control of my life
c. I accept the traditional roles of women
d. I am self-confident
e. I have a strong concept of who I am



S = Supplemental Question

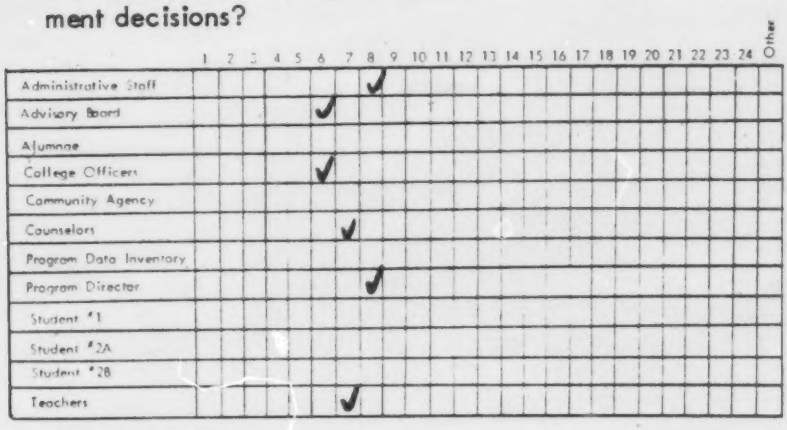
GOALS
Program Success

How successful has the Women's Re-entry Program been, given its present constraints?



S = Supplemental Question

Who has (should have)principal responsibility for recruitment decisions?

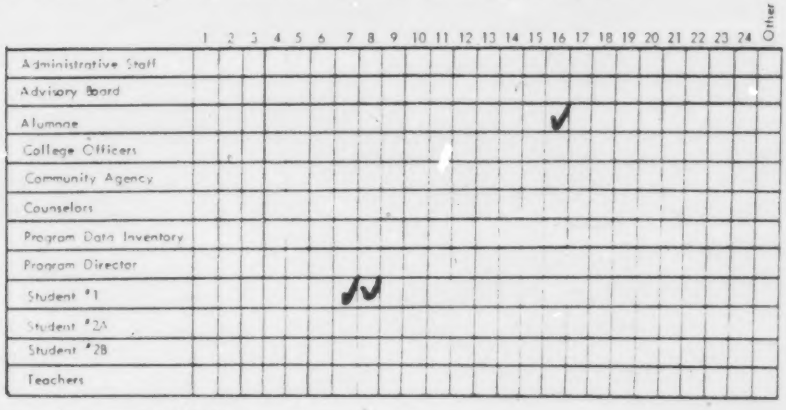


S - Supplemental Question

How important a part of your work is student recruitment and program publicity? Program Director #13S

What percentage of the budget is specifically allocated for recruitment? Program Director #12S

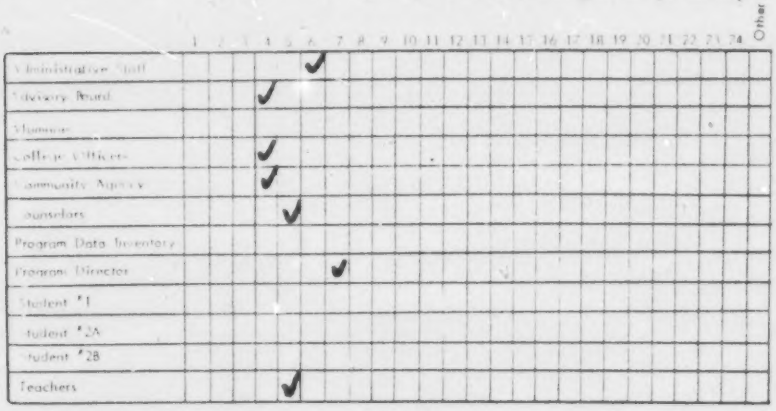
How did you first hear about the Re-entry Program?
How were you referred to the Re-entry Program?



S = Supplemental Question

GOALS

Does the Re-entry Program try to recruit a special population of women and if so, which groups should be given priority?



S = Supplemental Question

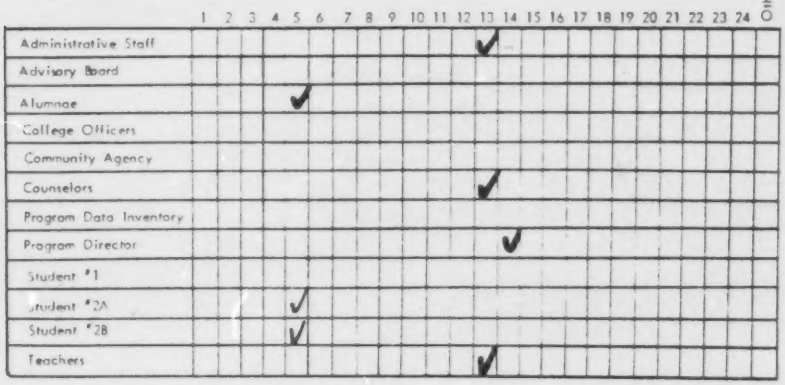
The Program Director, in both her questionnaire and the Program Data Inventory, is asked about recruitment: policy and practice, and issues for examination such as admissions requirements, course offerings, etc.

Program Director: # 1S - number of participants
#39S - admissions requirements
#40S - admissions requirements

Program Data Inventory: #3, 4, 5 - number of participants
#22, 30, 36 - number of participants
#38, 39, 40, 41 - scheduling

The students are asked scheduling questions in Student Questionnaire #2A:
14, 15, 16
Student Questionnaire #2B:
14, 15, 16.

How important are (should be) the following factors in recruitment: transportation, scheduling classes at convenient times, different course or admissions requirements, modified registration procedures, etc.?

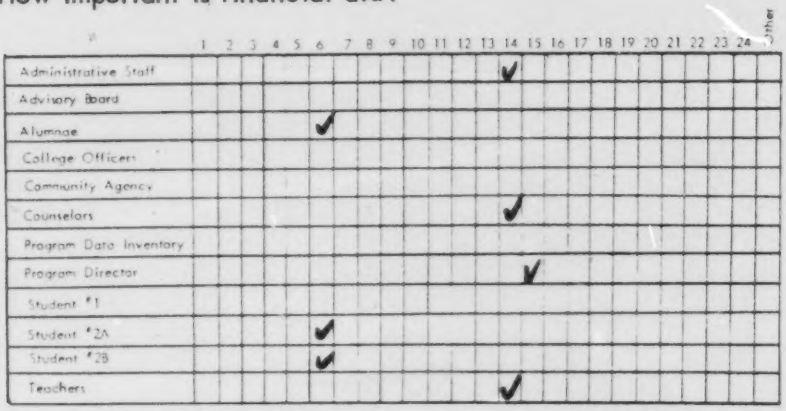


S = Supplemental Question

The Program Data Inventory contains information about course fees, counseling fees, public events fees, etc.

24
31
42

How important is financial aid?

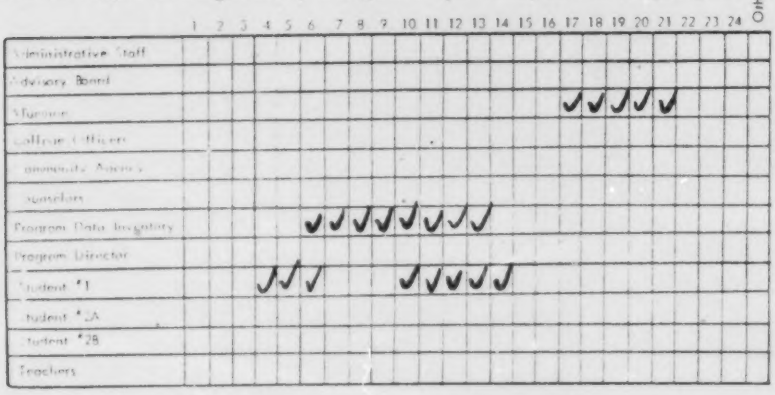


S = Supplemental Question

The Program Director is asked additional questions about financial aid:

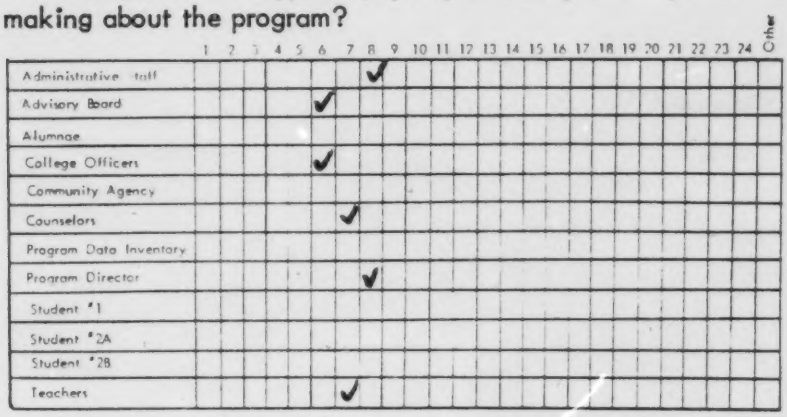
#25S, 26S - eligibility
#27S - funding

This chart indicates some personal background data of women participants such as age, race, income, children at home, marital status, job status, educational background, length of participation in program.



S = Supplemental Question

Who has (should have) principal responsibility for major decision-making about the program?

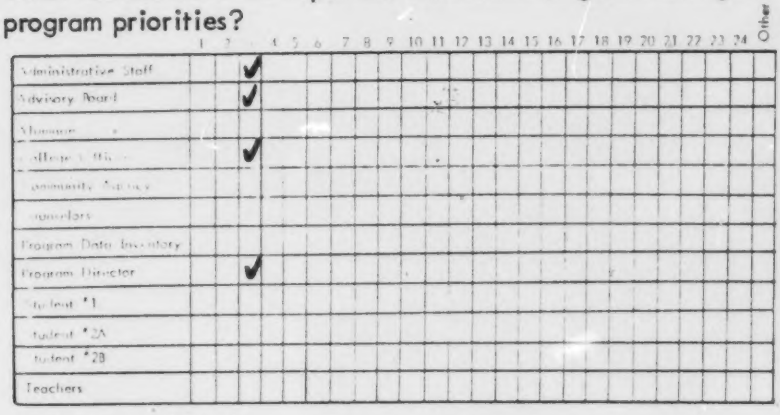


S = Supplemental Question

The Advisory Board members are asked in question #8 about the extent of their involvement in recruitment, program development, administration, fund-raising, liaison with community, etc.

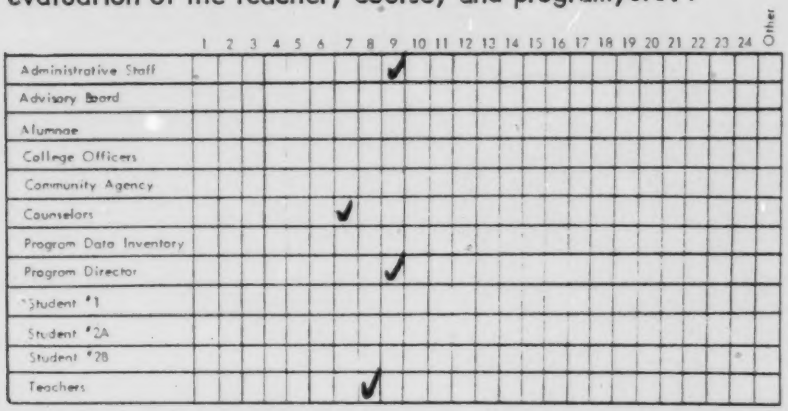
The Program Director's Questionnaire #2S deals with the initiator of the program.

What factors have an important influence on goal-setting and program priorities?



S = Supplemental Question

Do (should) students participate in evaluating their own performance, evaluation of the teacher, course, and program, etc.?

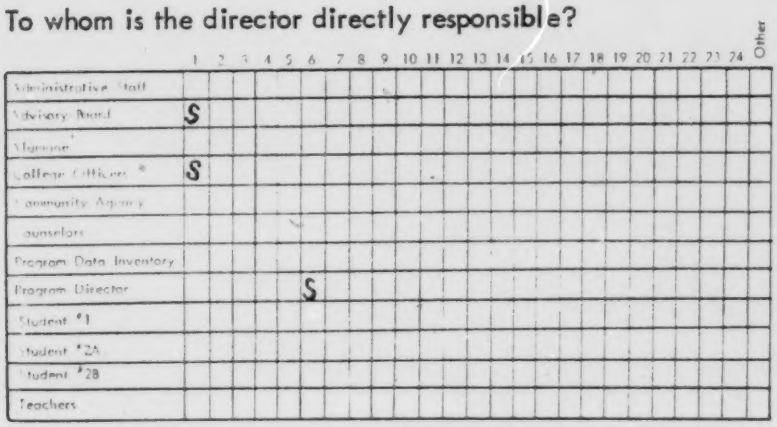


S = Supplemental Question

The Program Director, in both her questionnaire and the Program Data Inventory, is asked additional questions about this topic: #3S

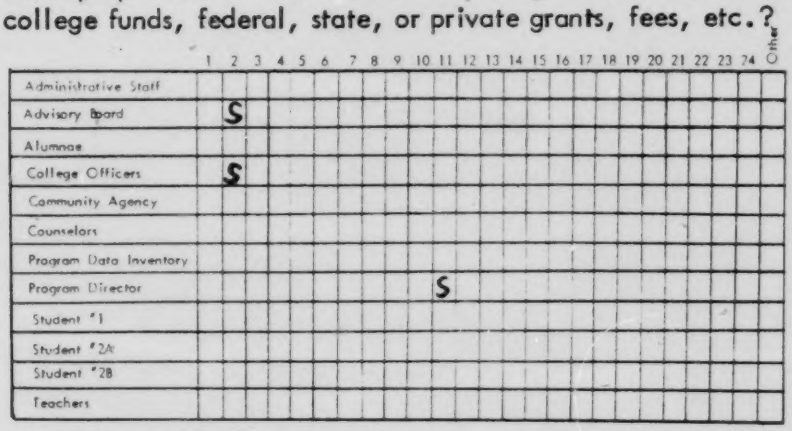
Why did you leave the Women's Re-entry Program? Alumnae #13

To whom is the director directly responsible?



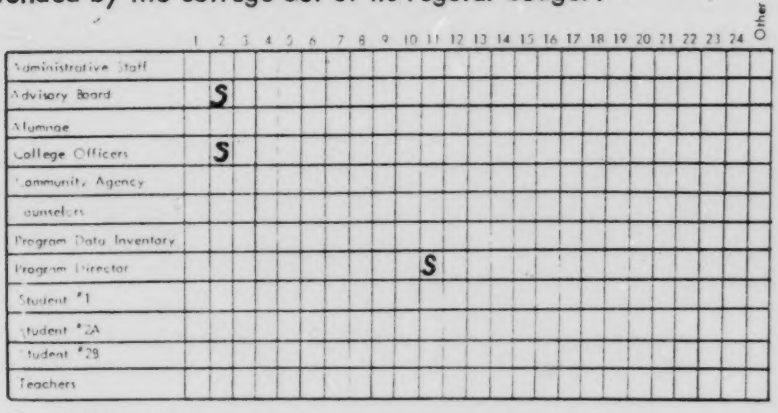
S = Supplemental Question See also Program Director's Questionnaire #5S and Program Data Inventory #1 for questions about administrative structure.

What proportion of Women's Re-entry Program funds comes from college funds, federal, state, or private grants, fees, etc.?



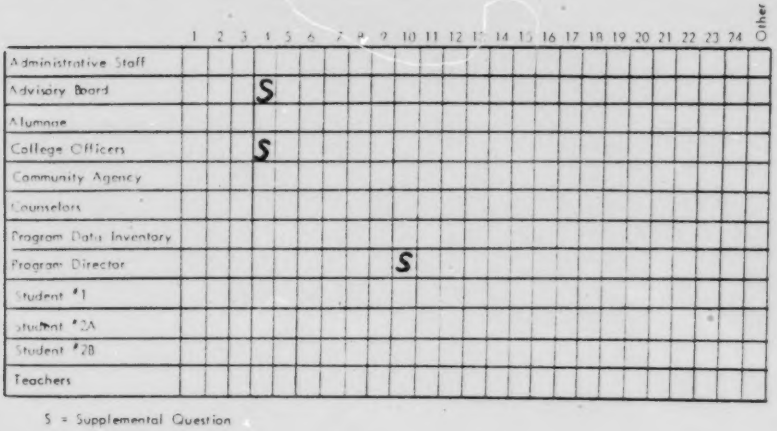
S = Supplemental Question

How important is it that the Women's Re-entry Program be fully funded by the college out of its regular budget?



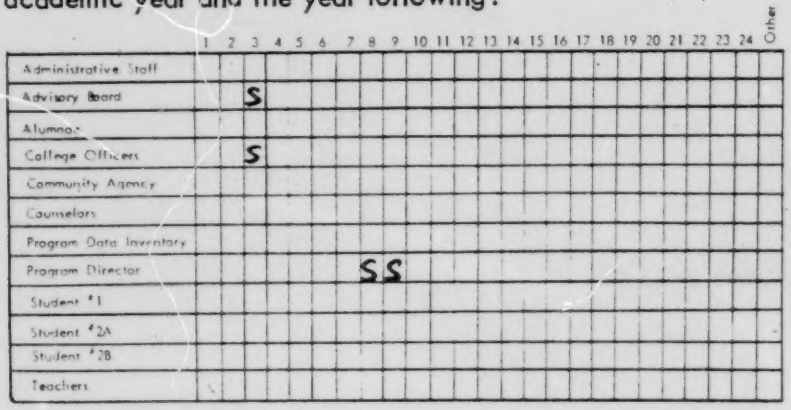
S = Supplemental Question

Does the Director have sufficient autonomy in dispensing funds allocated to the Women's Re-entry Program?



S = Supplemental Question

Is funding for the Women's Re-entry Program assured for the next academic year and the year following?

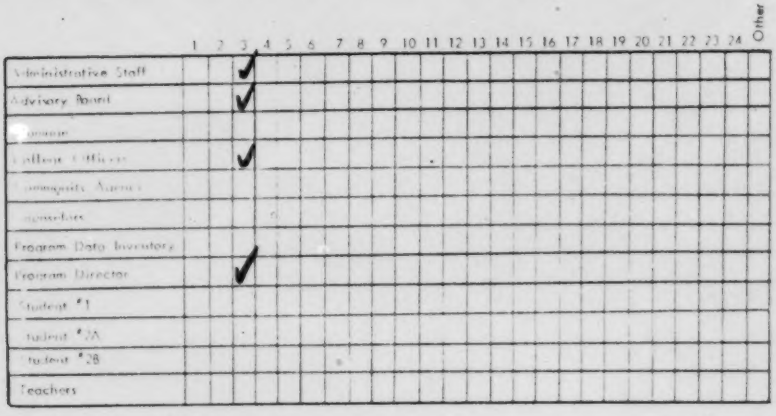


S = Supplemental Question

The Program Director is asked additional questions about funding and budgeting:

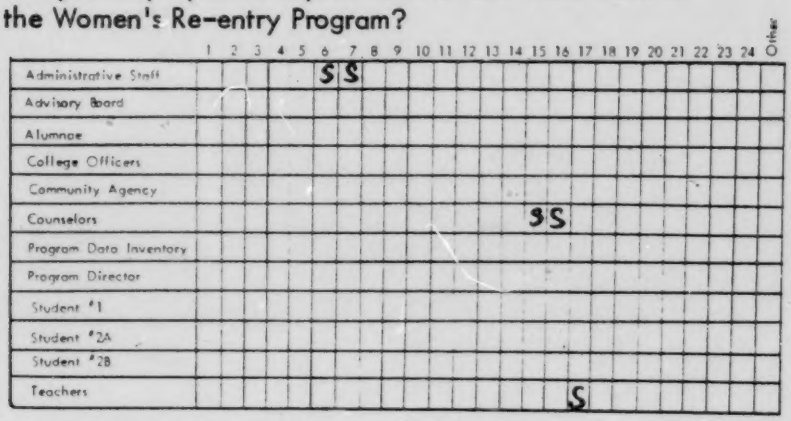
- # 7S - initial funding source
- #12S - operating budget
- #13S - director's responsibilities for fiscal management

Do constraints imposed by the funding sources or institutional commitment influence goal-setting or program priorities?



S = Supplemental Question

Are you employed on a part-time or full-time basis in the Women's Re-entry Program?



S = Supplemental Question

See also Program Director Questionnaire # 15S

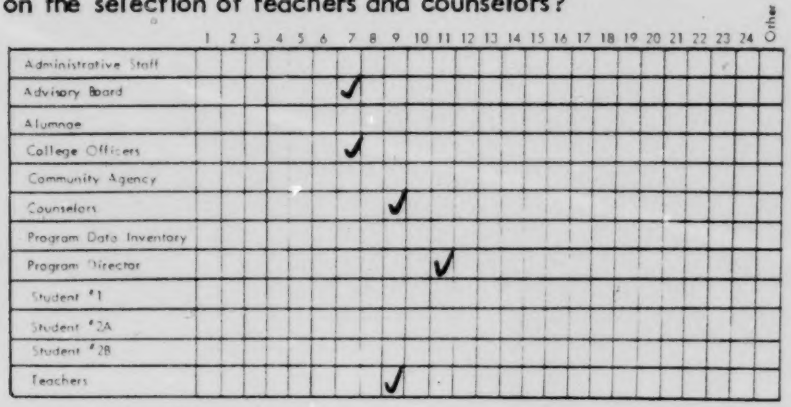
Approximately how much time do you spend on administrative tasks, counseling, teaching, etc.? Administrative Staff # 8S

What are the five most important areas of your work? Program Director # 13S

The Program Data Inventory also contains questions about this topic:

2, 14, 25 - number of teachers, counselors, and staff involved in program

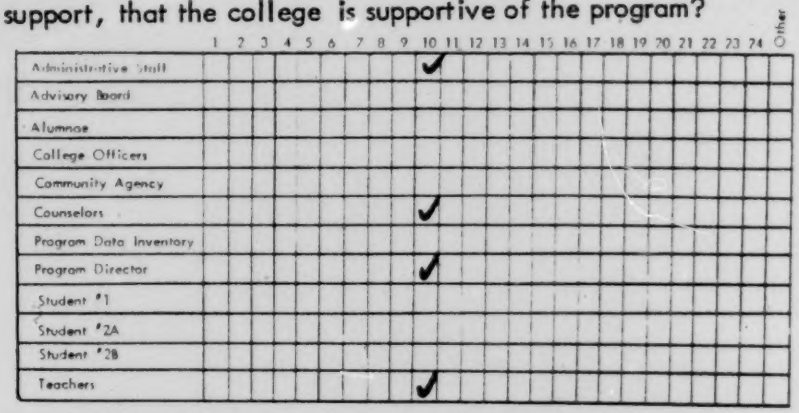
How great an influence do factors such as experience in teaching and counseling, personality traits, educational background, etc. have on the selection of teachers and counselors?



S = Supplemental Question

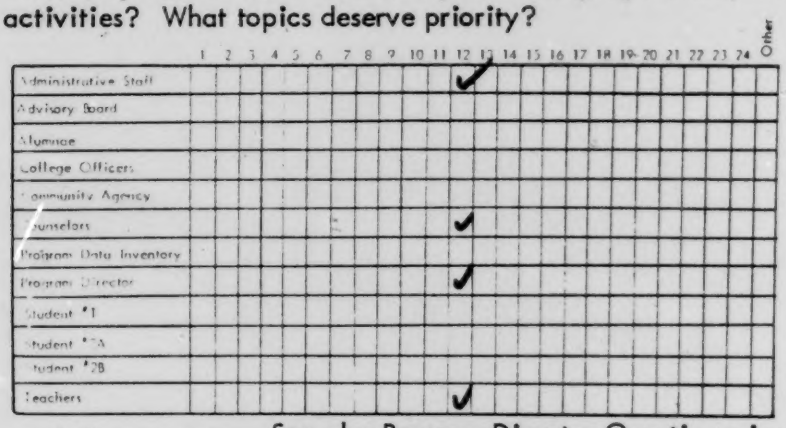
How involved are members of the Advisory Board with staffing?
Advisory Board # 8

To what extent do you agree that the Director is supplying adequate support, that the college is supportive of the program?



S = Supplemental Question

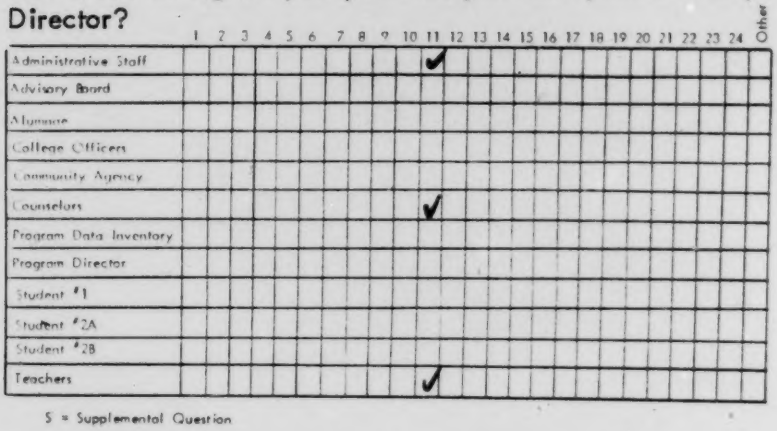
What subjects are dealt with in depth in the program's in-service activities? What topics deserve priority?



S = Supplemental Question

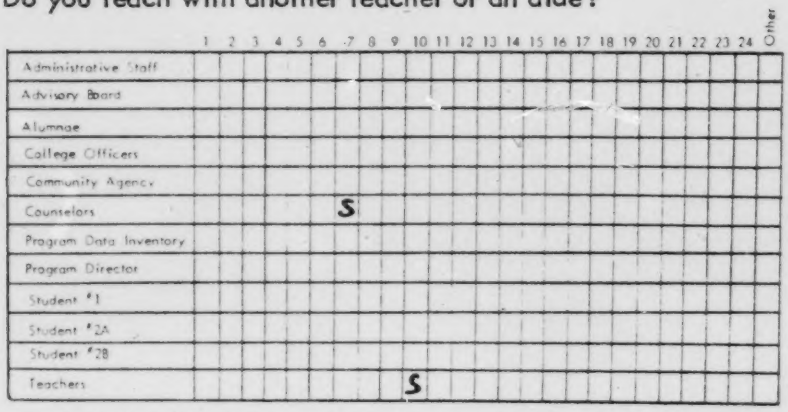
See also Program Director Questionnaire: #12S, 16S, 17S, 18S

How often during the past year did you meet professionally with the Director?



S = Supplemental Question

Do you teach with another teacher or an aide?

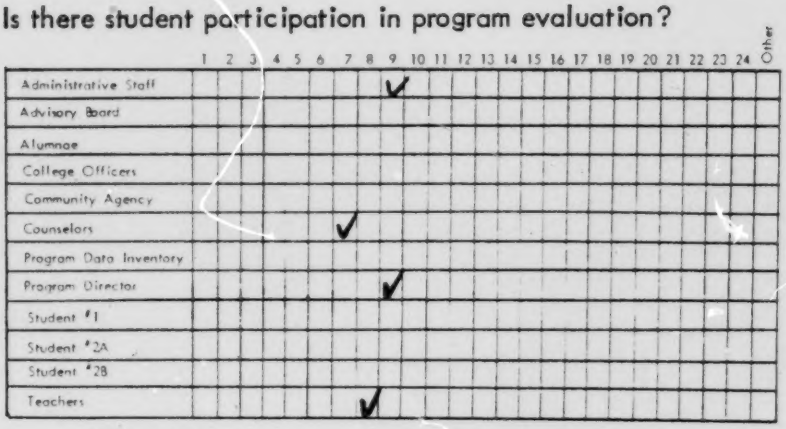


S = Supplemental Question

The Program Director is asked additional questions about staffing:

- # 14S - job responsibility of volunteers
- # 15S - importance of aides and volunteers

Is there student participation in program evaluation?



S = Supplemental Question

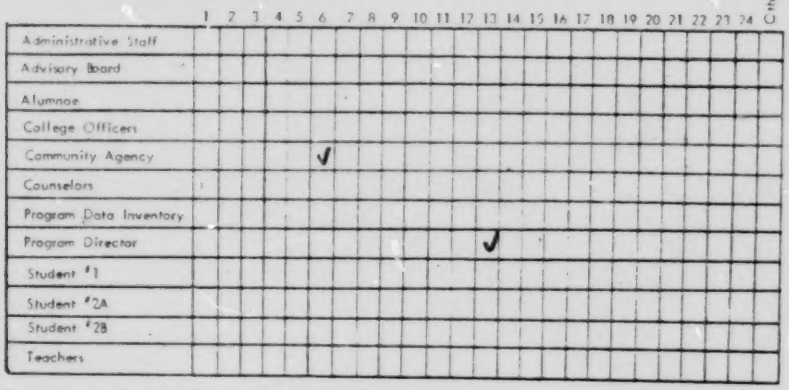
Were you contacted by anyone from the Women's Re-entry Program after you left? Alumnae # 14

See also Program Director Questionnaire: #19S, 20S - about follow-up practices

The Program Director is also asked additional questions about program evaluation:

12S - budget allocation
13S - director's time allocation
21S - constraints on follow-up

How important are community liaison functions to the program?

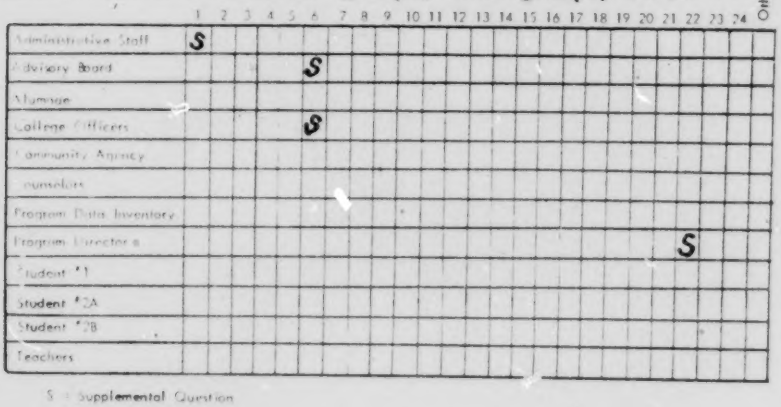


S = Supplemental Question

See also Program Director's Questionnaire: # 12S - budget allocations
13S - director's time allocation

What types of services does your agency provide? Community Agency # 1S

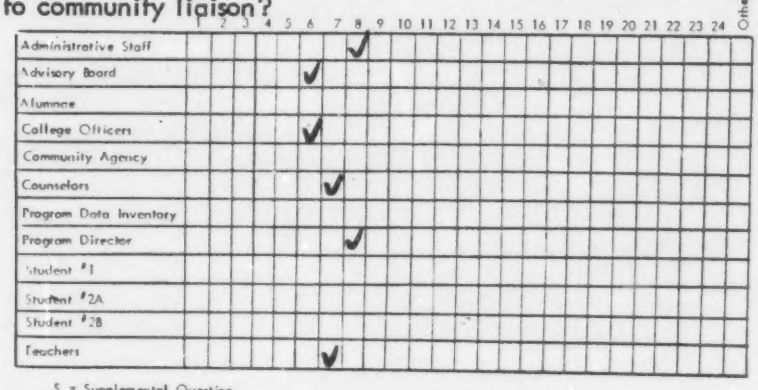
How great a priority does the Women's Re-entry Program place on liaison with other women's groups, civic groups, etc.?



S = Supplemental Question

See also Program Director's Questionnaire: # 23S, 24S - campus women's groups

Who should have principal responsibility for decision-making related to community liaison?

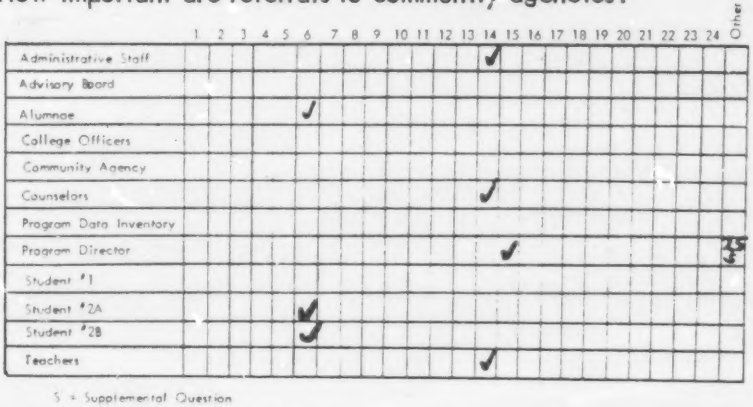


S = Supplemental Question

See also Advisory Board Questionnaire #8 - involvement in community liaison

How active have you been in the past year in fostering support for the Women's Re-entry Program? College Officer Questionnaire: #8

How important are referrals to community agencies?



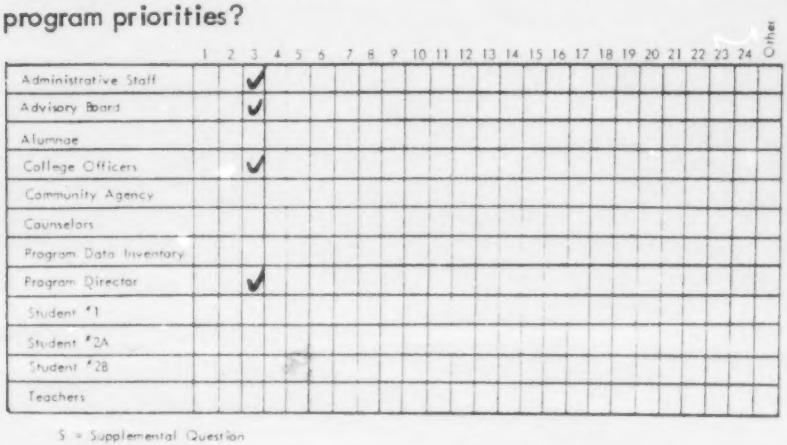
S = Supplemental Question

Is liaison with the Women's Re-entry Program maintained through cooperation with the Program Director, administrative staff, teachers, counselors? Community Agency # 5

Is the Women's Re-entry Program sponsored solely by the college or is it co-sponsored with any other groups? Program Data Inventory #1

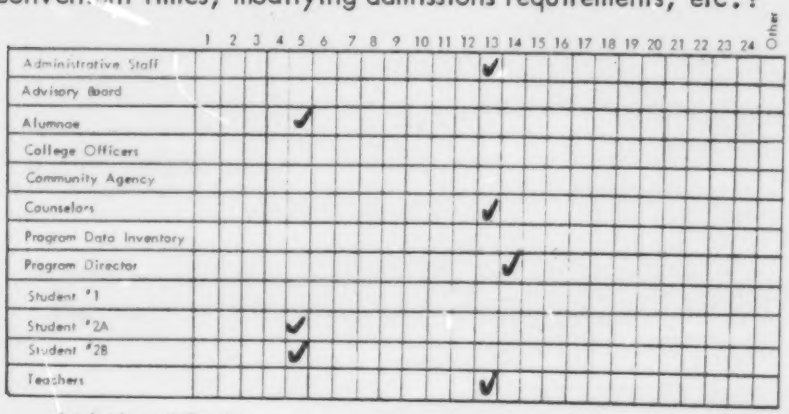
See also Advisory Board Questionnaire # 7S - number of meetings of Advisory Board

What factors have an important influence on goal-setting and program priorities?



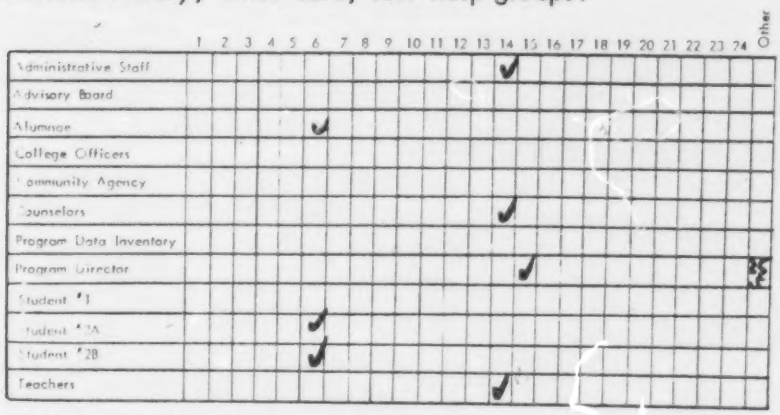
S = Supplemental Question

How important are considerations such as scheduling classes at convenient times, modifying admissions requirements, etc.?



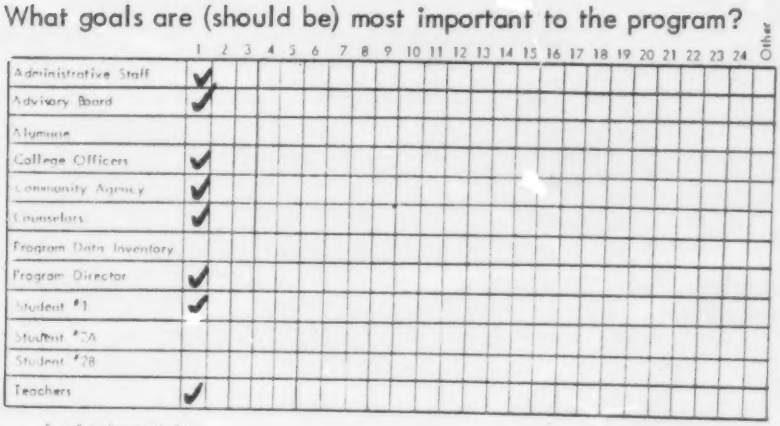
S = Supplemental Question

How important are factors such as public events, financial aid, resource library, child care, self-help groups?



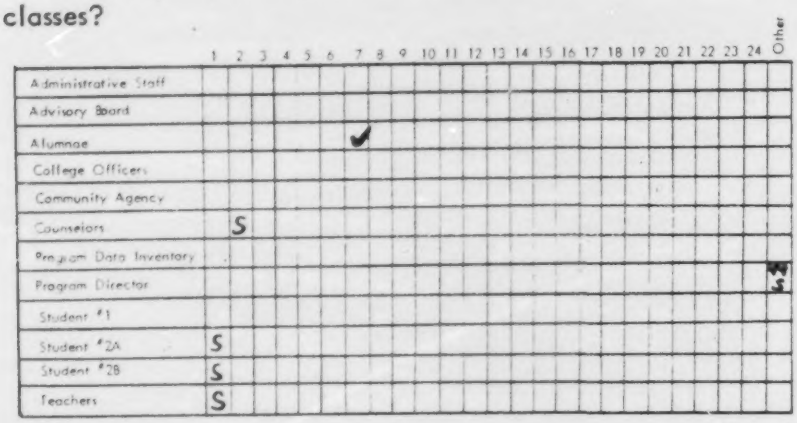
S = Supplemental Question

What goals are (should be) most important to the program?



S = Supplemental Question

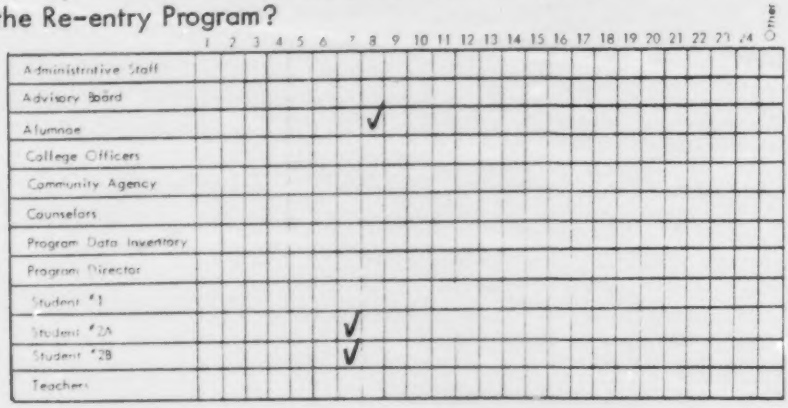
Is counseling required for women in the Re-entry Program who take classes?



S = Supplemental Question

See also Counselor Questionnaire # 15

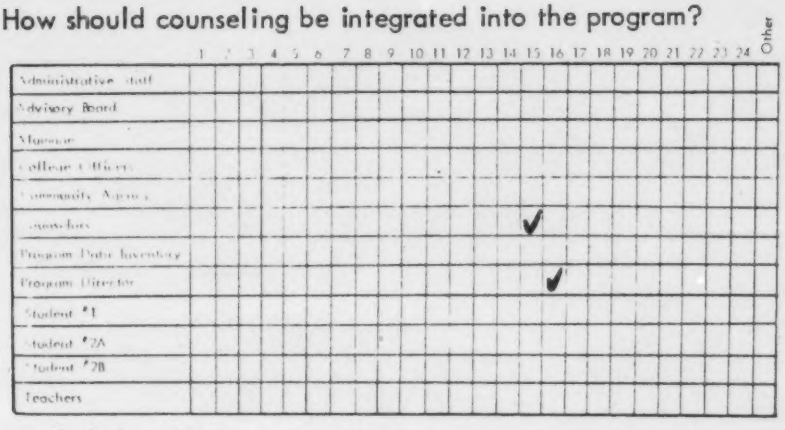
Have you used the counseling services available to women in the Re-entry Program?



S = Supplemental Question

In the Program Data Inventory additional questions may be found regarding counseling: # 19, 20, 21, 23

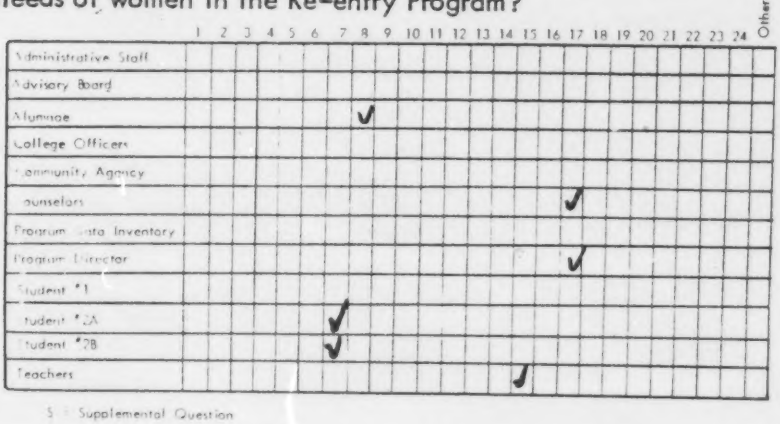
How should counseling be integrated into the program?



S = Supplemental Question

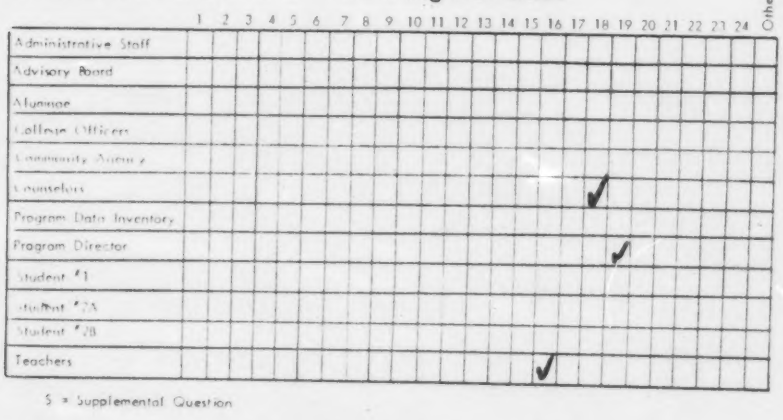
See also Counselor Questionnaire # 16

To what extent do you think counseling services are meeting the needs of women in the Re-entry Program?



S = Supplemental Question

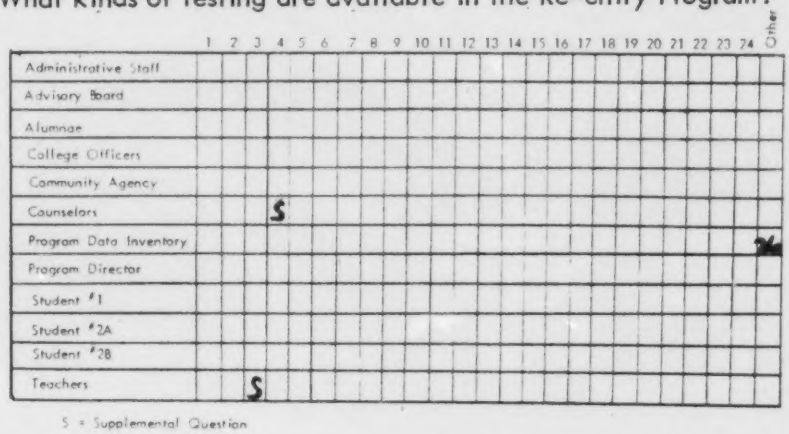
Who has (should have) principal responsibility for providing orientation functions for incoming students?



S = Supplemental Question

See also Student Questionnaires #2A and #2B, and Program Director # 18

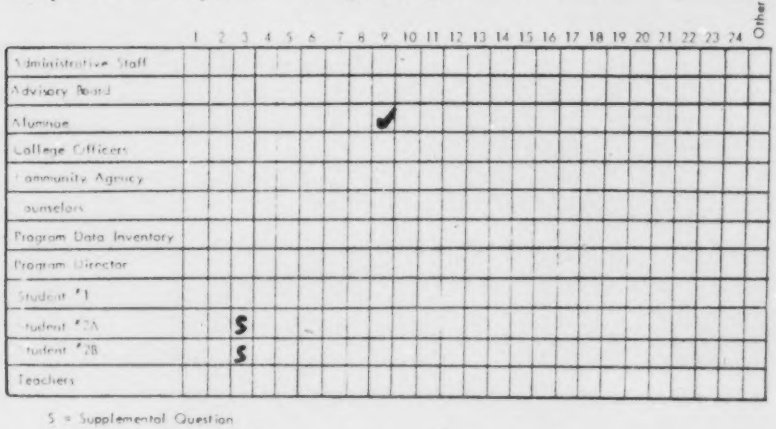
What kinds of testing are available in the Re-entry Program?



S = Supplemental Question

See also Program Data Inventory #28

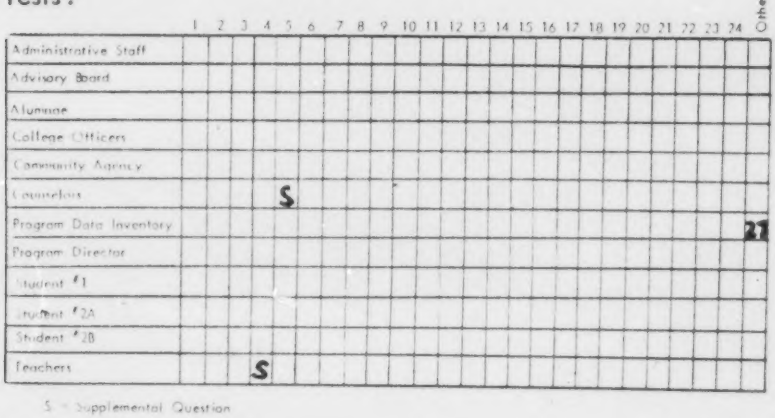
Did you take any tests as a participant in the Re-entry Program?



S = Supplemental Question

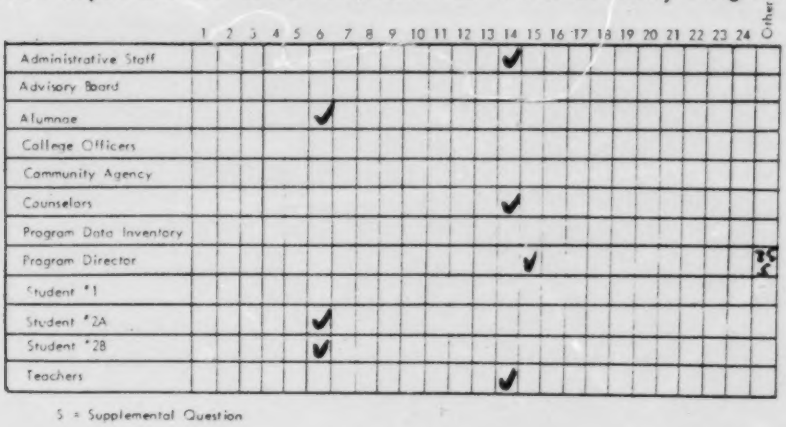
See also Program Data Inventory #29

Who has (should have) principal responsibility for administering tests?



S = Supplemental Question

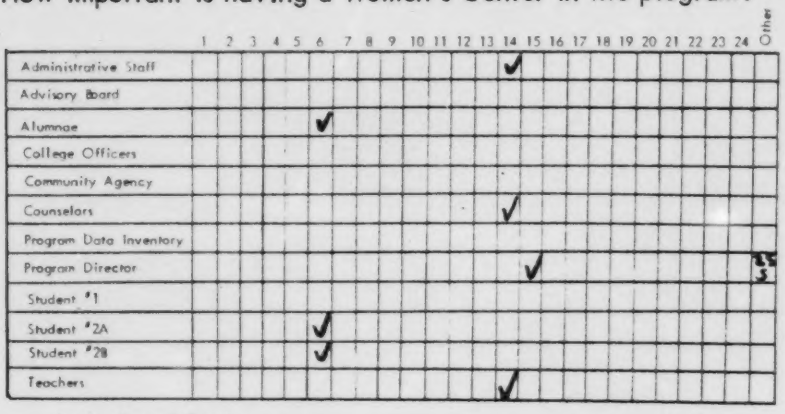
How important are child care services in the Re-entry Program?



S = Supplemental Question

See also Program Director Questionnaire: # 28S, 29S - funding
also - 30S, 31S

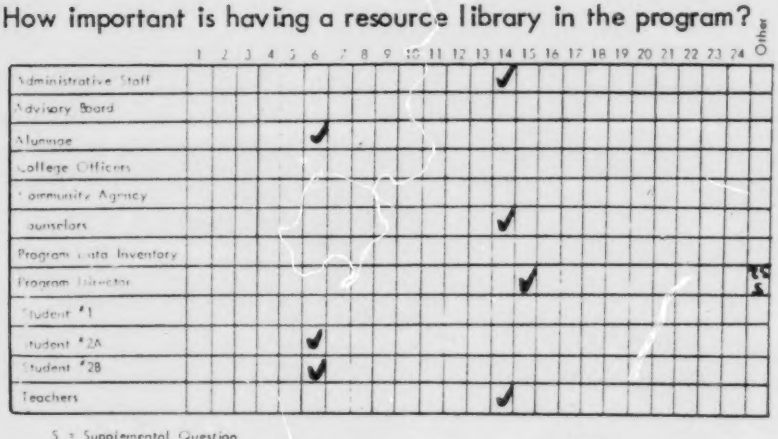
How important is having a Women's Center in the program?



S = Supplemental Question

See also Program Director's Questionnaire: #32S, 33S, 34S

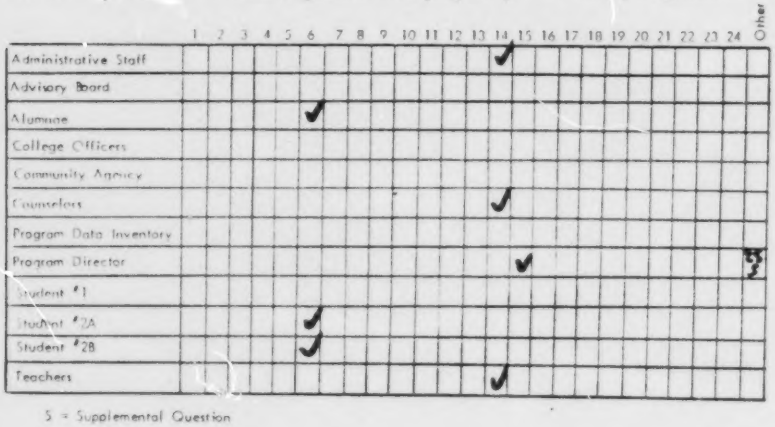
How important is having a resource library in the program?



S = Supplemental Question

See also Program Director's Questionnaire: #35S, 36S

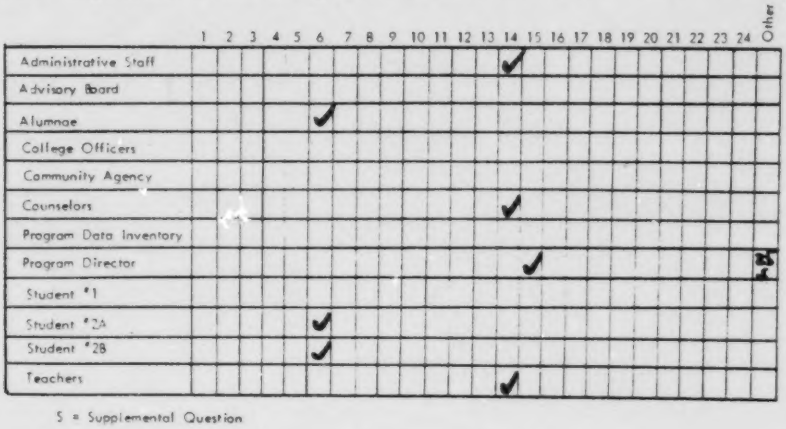
How important is having self-help groups in the program?



S = Supplemental Question

See also Program Director's Questionnaire: #37S, 38S, 39S

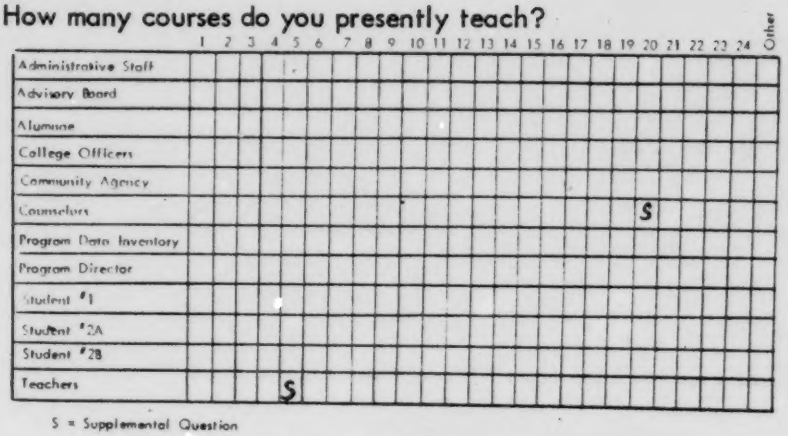
How important is having public events in the Re-entry Program?



S = Supplemental Question

See also Student Questionnaires #2A and #2B: #9, 10
See also Program Data Inventory: #30, 31

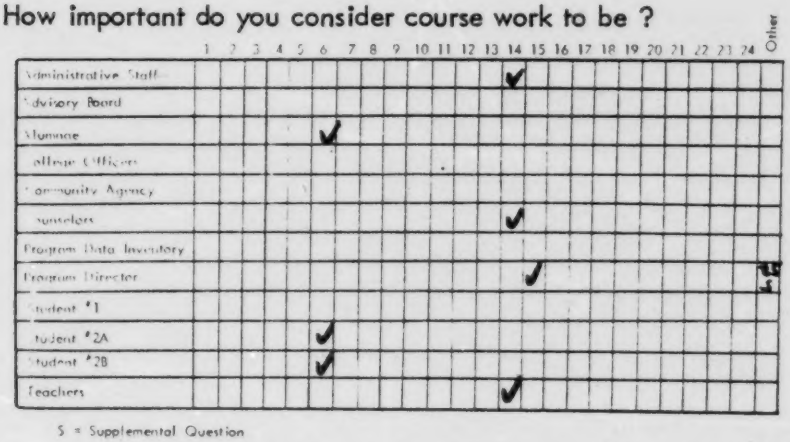
How many courses do you presently teach?



S = Supplemental Question

See also Teacher's Questionnaire # 6S

How important do you consider course work to be ?

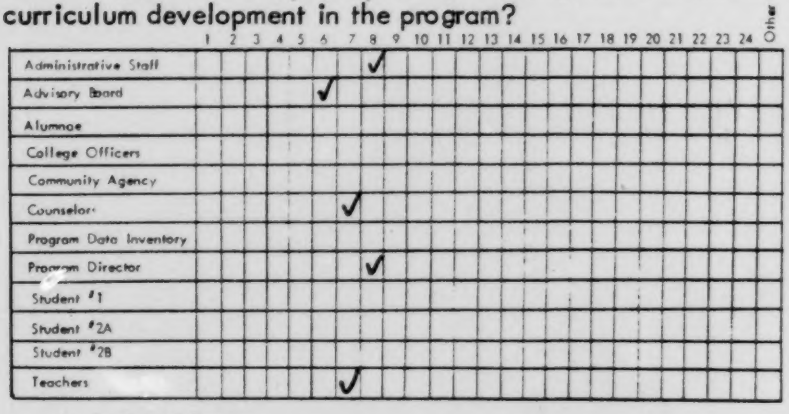


S = Supplemental Question

See also: Program Director's Questionnaire #21S, 41S, 43S

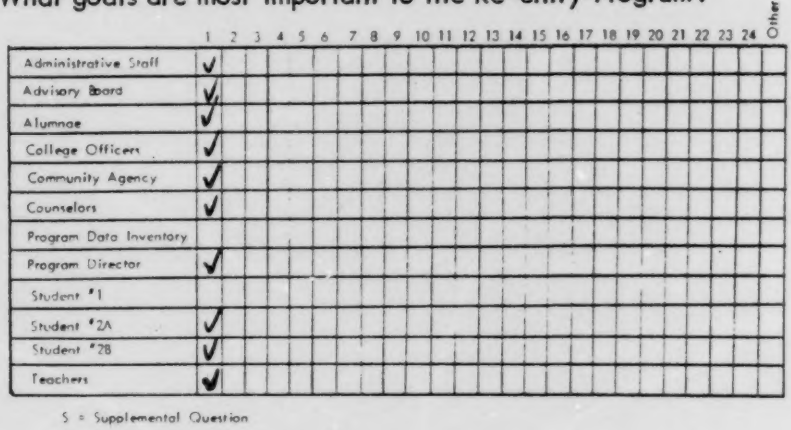
Additional questions about length of courses, class size and enrollment statistics may be found in the Program Data Inventory: #37, 43, 44, 45, 47

Who has (should have) principal responsibility for decision about curriculum development in the program?



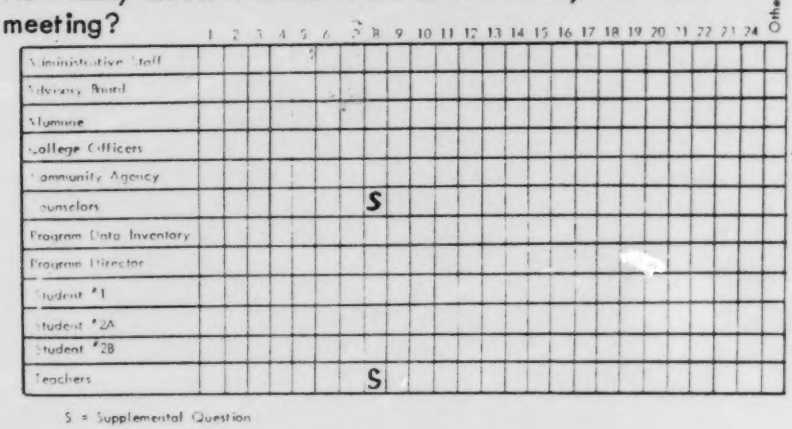
S = Supplemental Question

What goals are most important to the Re-entry Program?



S = Supplemental Question

How many enrolled students are absent at any one class meeting?



S = Supplemental Question

See also Teacher's Questionnaire #11S

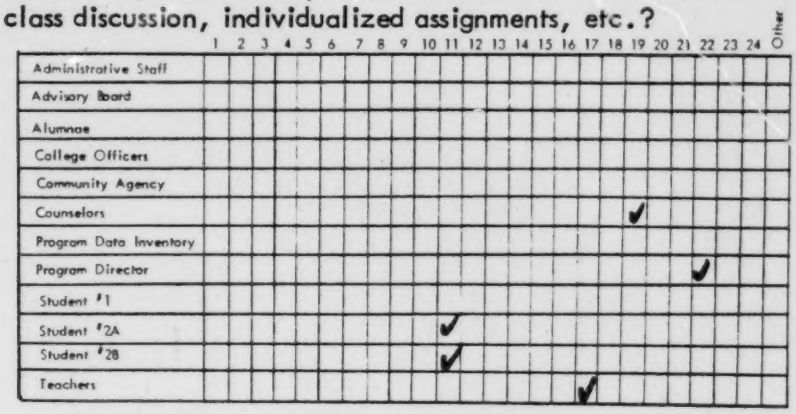
Is there (should there be) an initial assessment of student achievement?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Other
Administrative Staff																									
Advisory Board																									
Alumnae																									
College Officers																									
Community Agency																									
Counselors		S																							
Program Data Inventory																									35
Program Director																									
Student #1																									
Student #2A																									
Student #2B																									
Teachers		S																							

S - Supplemental Question

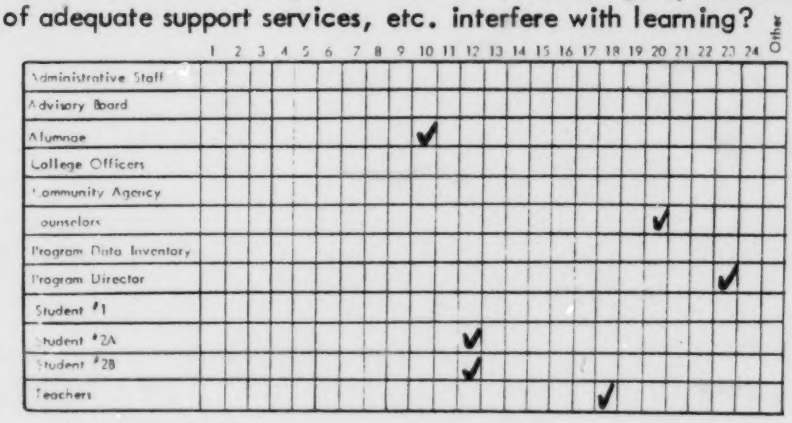
Additional questions about remedial/refresher course availability may be found in the Program Data Inventory: #32, 33, 34.

Do (should) teachers emphasize the use of methods such as lectures, class discussion, individualized assignments, etc.?



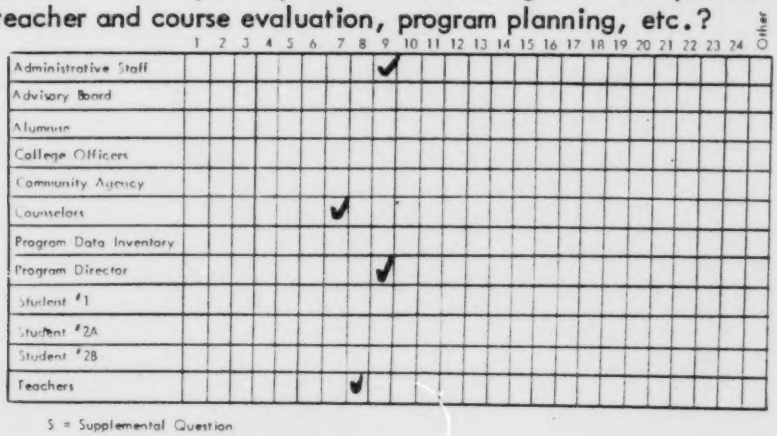
S = Supplemental Question

Do factors such as irregular attendance, lack of group cohesion, lack of adequate support services, etc. interfere with learning?



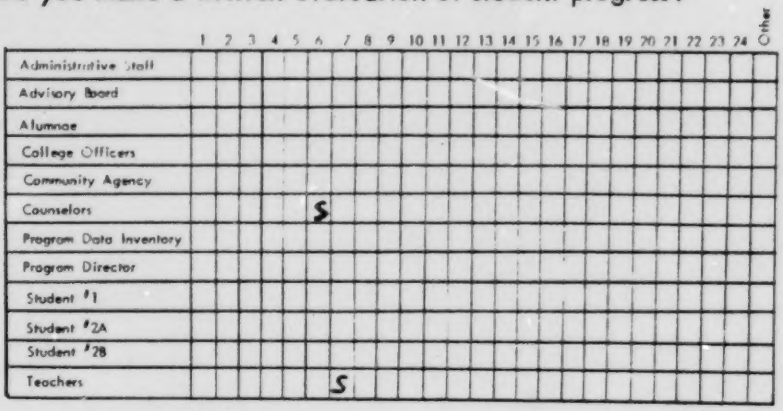
S = Supplemental Question

Is there student participation in evaluating their own performance, teacher and course evaluation, program planning, etc.?



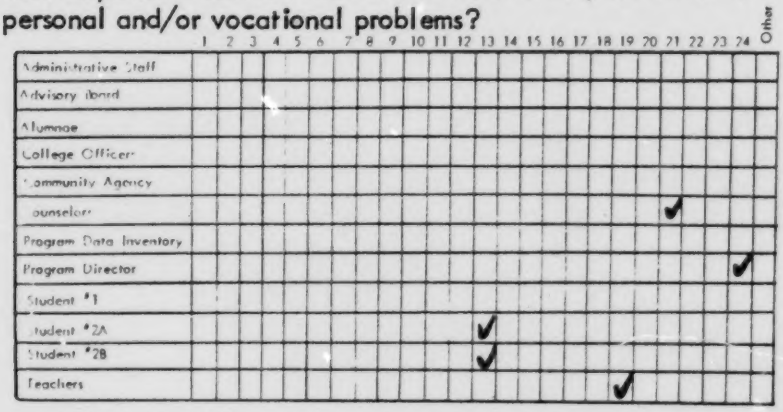
S = Supplemental Question

Do you make a written evaluation of student progress?



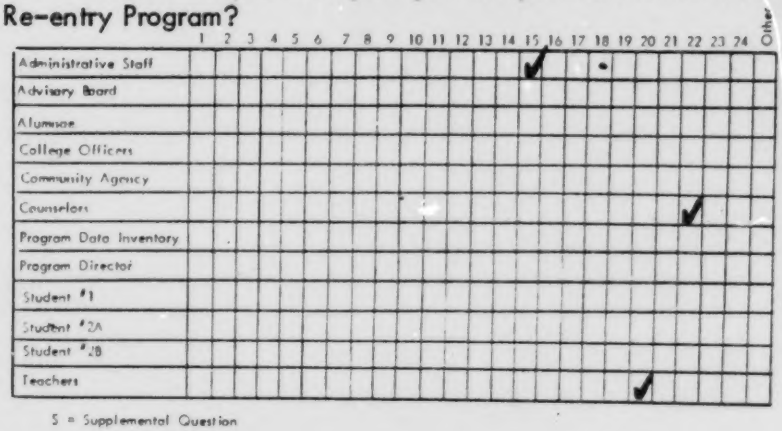
S = Supplemental Question

How important should it be for teachers to help students with personal and/or vocational problems?



S = Supplemental Question

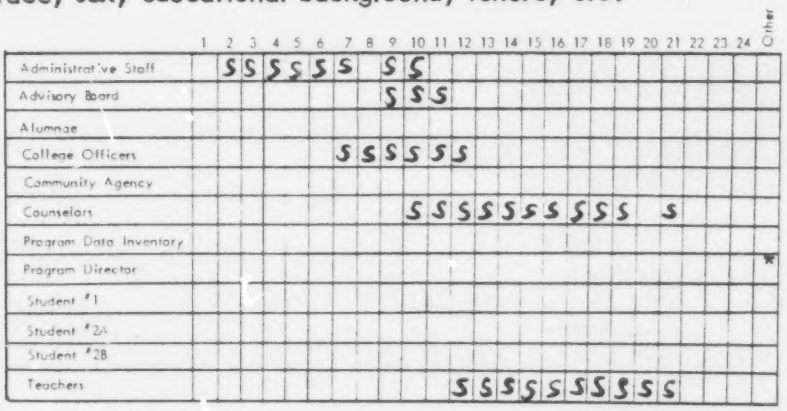
How satisfied are you with your present position in the Women's Re-entry Program?



S = Supplemental Question

PERSONAL BACKGROUND DATA

This chart indicates some personal background data of various people involved with the program, and indicates questions asked about age, race, sex, educational background, tenure, etc.



S = Supplemental Question

* The Program Director is asked additional questions about personal background data in her questionnaire: # 46S, 47S, 48S, 49S, 50S, 51S, 52S, 53S, 54S, 55S, 56S, 57S

APPENDIX A
GLOSSARY

1. Academic courses: Regular academic courses such as history, math, computer science, biology, physics, professional preparation.

2. Administrative staff: Professional staff working in the Women's Re-entry Program, aside from the director (e.g., librarian, assistant director, recruiter, etc.)

3. Advisory Board: Board, usually, although not necessarily composed of community leaders, who offer advice on curriculum, recruitment, and funding. Their influence will vary from program to program.

4. College administration: Central college administration (e.g., deans, president)

5. Community liaison: Establishment and maintenance of relationships with community agencies and organizations for the purposes of student referral, recruitment, job placement, or sharing resources.

6. Counseling: Advising women in any capacity, i.e., providing direction in planning of activities or solving problems, whether or not the person giving such advice is a credentialed counselor.

7. Curriculum development: Development of courses, workshops, and other educational experiences planned by the Women's Re-entry Program.

8. Direction-finding courses: Courses such as self-exploration, examining life options, job/career exploration, assertiveness training, risk taking, decision-making, transactional analysis, consciousness-raising, guidance, living as a single or divorced woman.

9. Goal specificity: The degree to which a woman can be precise in describing what she wants to do with her life.

10. Health/sexuality courses: Courses in family health, nutrition, female sexuality, etc.

11. "How-to" courses: Courses such as financial management, consumer education, job application, auto repair, parenting, etc.

12. In-service education: Courses, workshops, or conferences expressly designed to enhance the effectiveness of faculty, counselors, staff in implementing the Re-entry Program. Include educational experiences conducted by the Re-entry Program, by the college, or by outside institutions.

13. Instructional methods: The techniques used by an instructor to facilitate student learning (e.g., discussion, lecture, role-playing, etc.)

14. Program development: Development of all facets of the Women's Re-entry Program, including counseling, public events, and curriculum.

15. Public events: Offerings open to the public, not only to women enrolled in the program. They may include a film or lecture series, one-day or weekend workshops.

16. Recreation/enrichment courses: Courses such as yoga, crafts, community history or architecture, etc.

17. Remedial/refresher courses: Courses in fundamental math, basic English composition, reading dynamics, study skills, tutoring, etc.

18. Self-concept: What a woman thinks of herself; her self-image

19. Self-enrichment: Learning for intellectual or personal development, not necessarily part of further educational or career goals.

20. Self-help groups: Any formally organized group (e.g., rap group, consciousness-raising group) in which women meet to discuss topics of relevance to them such as parenting, health, sexuality, or divorce.

21. Social science and humanities courses dealing with women: Courses such as sociology or psychology of women, women and literature, women in the community.

22. Support services: Cluster of services, outside of regular college offerings (e.g., course work, public events, learning center), provided by the Re-entry Program alone or in cooperation with other departments, in order to facilitate women's participation in the program. These services may consist of child care, financial aid, a resource library, a Women's Center or Lounge, transportation, referrals to community agencies, or specialized remedial/refresher work, and tutoring.

23. Testing: Application of such tests as aptitude or interest inventories.

24. Vocational/occupational courses: Courses such as typing, stenography, auto mechanics, and para-professional training programs.

25. Women's Center: An informal meeting place set aside for women to gather and socialize.

26. Women's Re-entry Program: The program currently being evaluated which is designed specifically for adult women returning to college, or work, or making another change in lifestyle; the program in which you are participating, or have participated.

APPENDIX B

PROGRAM DATA INVENTORY

1. Is the Women's Re-entry Program as a whole: (Check one.)

   a. Sponsored solely by the College _____

   b. Co-sponsored with any other groups (Specify): _____ _____

   _____

2. How many full-time, half-time, and less than half-time paid staff are there in the Women's Re-entry Program?

	Number Secretarial	Number Other
a. Full-time	_____	_____
b. Half-time	_____	_____
c. Less than half-time	_____	_____

3. What is your best estimate of the maximum number of potential Re-entry students in your city or service area?

   Number: _____

4. During the past academic year, approximately how many women:

	Number
a. Participated in the program (e.g., courses, counseling, etc.)	_____
b. Made limited contact with the program (e.g., telephone or personal referrals only, etc.)	_____

5. Is there a ceiling on enrollments? Yes _____ No _____

5 A. If Yes, what determines this ceiling?

a. State reimbursement formula ____

b. College ____

c. Limitation of grant ____

d. Self-imposed ____

e. Other (Specify): _____ ____

_____

FOR QUESTIONS 7 - 13, PLEASE ESTIMATE PERCENTAGES, IF EXACT INFORMATION IS NOT AVAILABLE.

6. What percentage of women participating in the Re-entry Program in the past year fall into each of the following age ranges:

a. Under 25 ____%

b. 25-30 ____

c. 31-35 ____

d. 36-45 ____

e. 46-55 ____

f. 56 and over ____

Total: 100%

7. What percentage of women participating in the Re-entry Program in the past year fall into each of the following racial/ethnic categories?

a. White _____%

b. Black _____

c. Hispanic _____

d. American Indian _____

e. Oriental _____

f. Other (Specify): _____ _____

_____

Total: 100%

8. What percentage of women participating in the Re-entry Program in had an annual family income of:

a. Less than $8,000 _____%

b. $8,000 - $15,000 _____

c. $15,000 - $25,000 _____

d. Over $25,000 _____

Total: 100%

9. What percentage of women participating in the Women's Re-entry Program are:

a. Single (never married) _____%

b. Married/Living with mate _____

c. Divorced _____

d. Widowed _____

e. Separated _____

Total: 100%

10. What proportion of women in the Re-entry Program have:

    a. Preschool children living at home _____%

    b. School-age children living at home _____

11. Indicate the precentage of women in the Re-entry Program who work:

    a. Part-time _____%

    b. Full-time _____

12. What percentage of women in the Re-entry Program entered with:

    a. Less than a high school diploma _____%

    b. High school diploma only _____

    c. Some college _____

    d. Associate degree or professional certificate _____

    e. Bachelor's Degree _____

    f. Master's Degree or higher _____

    Total: 100%

13. What percentage of women involved in the Re-entry Program subsequently or concurrently enroll in the regular college program?

    a. Subsequently enroll _____%

    b. Concurrently enroll _____

14. How many teachers in the Women's Re-entry Program in (Please account for all teachers.)

    a. Taught on a full-time basis _____

    b. Taught more than one course on a part-time basis _____

    c. Taught one course _____

    d. Led one- or two-day workshops only _____

    e. Other (Specify): _____ _____

    _____

15. Are teachers recruited from outside the community college?

    Yes _____ No _____

16. In hiring teachers for the Women's Re-entry Program is preference given to faculty from your institution?

    Yes _____ No _____

17. Check the category that best describes teachers' union involvement in your program.

    a. All teachers must belong to union _____

    b. Teachers may or may not belong to union _____

    c. There is no teachers' union _____

    d. The program cannot use union teachers _____

18. If there is a union, how does it influence the hiring of teachers?

(Check all applicable.)

a. A prescribed procedure must be followed in hiring ____

b. Teaching positions are awarded on the basis of seniority in the community college ____

c. The program can only use union teachers already working within the college ____

d. There is no restriction on hiring of teachers ____

e. Other (Specify): _____ ____

_____

19. What kind of counseling is available to women in the Re-entry Program, and how is it given?

(Check all applicable.)

	Individually	In Group
a. Academic	____	____
b. Vocational/Career	____	____
c. Personal	____	____

20. Who does counseling in the Women's Re-entry Program?

(Check all applicable.)

a. Professional counselors outside the program (e.g., Counseling Department) ____

b. Professional counselors in women's program ____

c. Peer counselors outside women's program ____

d. Peer counselors within the program ____

e. Director ____

f. Instructor ____

g. Other (Specify): _____ ____

_____

21. To whom are counselors, who participate in the Women's Re-entry Program, directly responsible?

a. Director, Women's Re-entry Program ____

b. Counseling Center ____

c. Other (Specify): _____ ____

_____

22. How many women came to the Re-entry Program for counseling during the past academic year? (Estimate if exact data is not available.)

Number: _____

23. What is the average number of individual meetings that a woman has with a counselor?

a. 1 meeting _____

b. 2 - 5 meetings _____

c. Over 5 meetings _____

24. What are the fees, if any, for each of the following services?

(Fill in all that apply.)

	Amount	No Fee
a. Professional personal counseling	_____	_____
b. Professional academic counseling	_____	_____
c. Professional vocational and career counseling	_____	_____
d. Peer counseling	_____	_____
e. Support groups	_____	_____
f. Referral to private and community groups	_____	_____

25. How many counselors in the Women's Re-entry Program in were:

(Please account for all counselors.)

a. Full-time in the program _____

b. Part-time in the program and part-time with the college _____

c. Part-time in the program and not working elsewhere in college _____

d. Volunteer _____

26. What kinds of tests are available to women in the Re-entry Program?

(Check all applicable.)

a. Aptitude _____

b. Interest _____

c. Vocational Preference _____

d. Personality _____

e. Achievement _____

f. Other (Specify): _____ _____

_____

27. Who has principal responsibility for administering tests?

(Check all applicable.)

a. Director of Women's Re-entry Program _____

b. Counselor(s) in Re-entry Program _____

c. Teacher(s) in Re-entry Program _____

d. Aide(s) or volunteer(s) in Re-entry Program _____

e. Other (Specify): _____ _____

_____

28. When is testing done? (Check all applicable.)

a. First contact with program _____

b. At a prescribed time later in the program _____

c. Any time, on demand _____

d. Other (Specify): _____ _____

_____

29. Is testing required for every woman participating in the Women's Re-entry Program?

Yes _____ No _____

30. Which of the following types of public events were offered by the Women's Re-entry Program, and what was the estimated average number of women that attended each type of function during the past year?

	No. of Participants	Event Offered
a. Film series	_____	_____
b. Orientation/Open House	_____	_____
c. One-day or weekend workshops (e.g., career, health, money-management, etc.)	_____	_____
d. Field trips	_____	_____
e. Lecture series (e.g., brown bag lunches, career opportunities, etc.)	_____	_____
f. Other (Specify): _____	_____	_____

_____

31. What was the average fee, if any, charged for each of the following types of public events offered during the past year?

	Average Fee	No Fee
a. Film series	_____	_____
b. Orientation/Open House	_____	_____
c. One-day or weekend workshops	_____	_____
d. Field trips	_____	_____
e. Lecture series	_____	_____
f. Other (Specify): _____	_____	_____

_____

32. How is remedial and/or refresher work made available?

(Check all applicable.)

a. Through courses _____

b. One-to-one tutoring _____

c. Group tutoring _____

d. Self instruction _____

e. Other (Specify) _____ _____

_____

33. Is credit awarded for:

a. Remedial work Yes _____ No _____

b. Refresher/Brush-up work Yes _____ No _____

34. When do women use these remedial and/or refresher services?

(Check all applicable.)

a. On demand _____

b. On teacher/counselor recommendation _____

c. As result of testing _____

d. As a highly recommended or prescribed part of program _____

35. Is there an initial assessment of student achievement and/or aptitude level in your program?

Yes _____ No _____

35 A. If Yes, by what method is this done?

(Check all appropriate answers.)

a. Standardized tests _____

b. Interview (Specify with whom) _____

_____ _____

c. Previous records _____

d. Other (Specify): _____ _____

_____

36. What was the total umber of women who took courses offered by the Re-entry Program?

a. In the last academic year Number: _____

b. In the year prior to last academic year _____

37. For each of the following course categories please indicate
(a) the number of courses offered during the past academic year and
(b) the number of courses actually given during the past academic year by the Women's Re-entry Program.

(Refer to the attached curriculum sheet for definitions.)

Course Categories	Number Offered	Number Given
a. Personal direction-finding	_____	_____
b. Recreational/Enrichment	_____	_____
c. Social science and humanities courses dealing with women	_____	_____
d. How-to courses	_____	_____
e. Health/Sexuality	_____	_____
f. Remedial/Refresher	_____	_____
g. Academic	_____	_____
h. Vocational training	_____	_____
i. Other (Specify): _____	_____	_____

_____

38. What percentage of Women'e Re-entry Program classes is held at each of the following times?

a. Weekdays 9-12 _____%

b. Weekdays 12-3 _____

c. Weekdays 3-6 _____

d. Weekdays 6-9 _____

e. Weekends _____

Total: 100%

39. Does your program group or "block" classes during consecutive hours for the convenience of women?

Yes _____ No _____

40. Are Women's Re-entry Program classes held: (Check one.)

a. At the community college only _____

b. At other community facilities only _____

c. At both the college and other community facilities _____

41. Is the same course offered at different times and/or locations during the same semester?

a. Different times _____

b. Different locations _____

42. What is the average fee charged for courses or for the college term if fees are not paid by the course:

a. Course $_____

b. Term (Specify if semester, quarter, etc.) _____ $_____

43. Indicate how many courses given during the past acadmic year were:

	No. of Courses
a. A term or semester (12-15 weeks)	_____
b. 6-11 weeks	_____
c. 2-5 weeks	_____
d. Weekend or one day	_____

44. What is the average class size in the Women/s Re-entry Program?

Class size: _____

45. Does a minimum enrollment have to be met before a course can be given?

Yes _____ No _____

45 A. If Yes, what is this minimum? Minimum: _____

46. What is the average drop-out rate of Re-entry women in classes? _____%

47. Is credit given for any courses given by the Women's Re-entry Program?

Yes _____ No _____

47 A. If Yes, is credit good toward (a) a degree at your institution, (b) transfer credit at a four-year institution?

	Degree Credit	Transfer Credit	Neither
a. All courses	_____	_____	_____
b. Some courses	_____	_____	_____